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REPORT



MINISTER OF EDUCATION

(ONTARIO)

1885.

WITH THE STATISTICS OF 1884

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REPORT

OF THE

MINISTER OF EDUCATION.

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Ontario. Education, Sep. 7.
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REPORT

OF THE

MINISTER OF EDUCATION

(ONTARIO)

FOR THE YEAR 1885,

WITH THE STATISTICS OF 1884.

Printed by Order of the Legislative Assembly.




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UNIVERSITY OF TORONTO; UNIVERSITY COLLEGE, TORONTO; SCHOOL OF PRACTICAL SCIENCE AND UPPER CANADA COLLEGE.

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STATISTICAL REPORT, 1884.

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REPORT
OF THE
MINISTER OF EDUCATION
FOR THE YEAR 1885,

WITH THE STATISTICS OF 1884.

TO THE HONORABLE JOHN BEVERLEY ROBINSON,

Lieutenant-Governor of the Province of Ontario:

MAY IT PLEASE YOUR HONOR:

I herewith present the Report of the Education Department for the year 1885, together with the statistics for the year 1884. The several comparative statements submitted will, I trust, be found worthy of perusal.

PUBLIC SCHOOLS.

1. TABLE A.—SCHOOL POPULATION—ATTENDANCE.

School Population.

By the School Act of last Session the assessor is required to take the census of all persons between the ages of five and twenty-one, and also of the number between seven and thirteen. From this census the report sent to the Department is made up—its accuracy depending of course upon the care with which the assessors do their work. The following comparative statement shows the school census for the last nine years :

| YEAR. | School population, 5 to 16. | Pupils under 5. | Pupils 5 to 21. | Pupils over 21. | Total number of pu- pils registered. | Boys. | Girls. |
|-----------|--------------------------------|-----------------|-----------------|-----------------|---|--------|--------|
| 1876..... | 502250 | ..... | 489664 | 873 | 490537 | 260809 | 229728 |
| 1877..... | 494804 | 1430 | 488553 | 877 | 490860 | 261070 | 229790 |
| 1878..... | 492360 | 1358 | 486802 | 855 | 489015 | 260400 | 228615 |
| 1879..... | 494424 | 1255 | 485040 | 717 | 487012 | 259056 | 227956 |
| 1880..... | 489924 | 1221 | 481154 | 670 | 483045 | 255677 | 227368 |
| 1881..... | 484224 | 1463 | 474303 | 502 | 476268 | 251661 | 224607 |
| 1882..... | 483817 | 1352 | 469751 | 409 | 471512 | 246966 | 224546 |
| 1883..... | 478791 | 1165 | 462887 | 317 | 464369 | 243671 | 220698 |
| 1884..... | 471287 | 1115 | 465374 | 428 | 466917 | 244532 | 222385 |

From the above statement it will be seen that the decline in the school population since 1876 amounts to 30,963. The column containing the total number of registered pupils is made up from the names actually entered upon the school registers.

NOTE.—Tables A, B, C, D, E, include Separate Schools.

Attendance.

The following Table shows the attendance for the periods therein named :

| YEAR. | Attendance less than 20 days. | 20 to 50 days. | 51 to 100 days. | 101 to 150 days. | 151 to 200 days. | 201 to whole year. | Average attendance. | Percentage of average attendance to total number attending school. | Pupils between 7-12 and 7-13 not attending school for 110 days during the year. |
|------------|-------------------------------|----------------|-----------------|------------------|------------------|--------------------|---------------------|--|---|
| 1876 . . . | 46474 | 91612 | 128455 | 108122 | 94953 | 20921 | 212483 | 43 | ..... |
| 1877 . . . | 43675 | 88581 | 127331 | 109697 | 100676 | 20900 | 217184 | 44 | 25974 (7-12) |
| 1878 . . . | 42096 | 87634 | 121042 | 106550 | 107977 | 23716 | 224588 | 46 | 27415 (7-12) |
| 1879 . . . | 44580 | 84767 | 123481 | 103341 | 107328 | 23515 | 219442 | 45 | 27409 (7-12) |
| 1880 . . . | 44973 | 85453 | 121357 | 101557 | 105032 | 24673 | 220068 | 45 | 30195 (7-12) |
| 1881 . . . | 45881 | 82796 | 119477 | 103144 | 104009 | 20961 | 215264 | 45 | 29143 (7-12) |
| 1882 . . . | 43610 | 81621 | 117941 | 102644 | 107814 | 17882 | 214176 | 45 | 87444 (7-13) |
| 1883 . . . | 41724 | 78628 | 115927 | 103443 | 108820 | 15827 | 215561 | 46 | 88432 (7-13) |
| 1884 . . . | 40761 | 76124 | 114974 | 103997 | 112539 | 18522 | 221861 | 48 | 90959 (7-13) |

The preceding Table is one of the most instructive contained in the report, and I would specially call the attention of Trustees and Inspectors to the details given elsewhere respecting their own districts. (1) It will be noticed that $8\frac{3}{4}$ per cent. of the pupils registered attend school less than 20 days. In 1876, the number attending less than 20 days was nearly $9\frac{1}{2}$ per cent. (2) $16\frac{1}{4}$ per cent. attended school less than 50 days ; or, to summarize columns one to three, 231,859 pupils attended school less than 100 days ; or less than six months in the year. It is very much to be regretted, even though there is on the whole an increase in the average attendance at school, that such irregularity as is disclosed by the preceding table, still prevails. It is quite clear that unless the attendance of the pupils is secured, the expenditure upon school buildings and the training of teachers will be comparatively unproductive. On account of the different methods in which the average attendance of other countries is calculated, it is impossible for me to make such comparisons as I would like. It is sufficient, however, for us to know that one great problem requiring our attention is *how to increase the average attendance*.

Compulsory Attendance.

By section 210 of the Public Schools Act of 1885, the parent or guardian of every child not less than seven years nor more than thirteen years of age is required to cause

such child to attend a public school, or any other school in which elementary instruction is given, for the period of one hundred days in each public school year, unless there be some reasonable excuse for his non-attendance. By referring to the column which indicates the attendance of pupils between the ages of seven and thirteen years, it will be seen that the duty imposed by section 217 of the School Act upon Trustees requires their immediate attention. Under our Free School system the tax-payer who is rated without his consent for school purposes for the public good, has a right to expect that those for whose education he is compelled to provide should be obliged to attend school, at least during the time required by the School Act.

II. TABLE B.—CLASSIFICATION OF PUPILS.

| YEAR. | 1st Reader. | 2nd Reader. | 3rd Reader. | 4th Reader. | 5th Reader. | 6th Reader. | Spelling. | Writing. | Arithmetic. | Drawing. | Geography. | Music. | Grammar. |
|-------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|----------|-------------|----------|------------|--------|----------|
| 1876 | 156425 | 99977 | 147263 | 77861 | 9011 | ..... | 444281 | 400774 | 389933 | 119479 | 368733 | 152148 | 207239 |
| 1877 | 152002 | 108678 | 135824 | 72871 | 19857 | 1628 | 386393 | 396006 | 402248 | 153036 | 375951 | 168942 | 226977 |
| 1878 | 151474 | 111360 | 132144 | 74729 | 17891 | 1417 | 390505 | 400750 | 411216 | 161368 | 381401 | 167890 | 219940 |
| 1879 | 155861 | 110093 | 130013 | 74368 | 15622 | 1055 | 398159 | 398340 | 417457 | 160672 | 294405 | 160906 | 218253 |
| 1880 | 156527 | 109065 | 126758 | 75564 | 13649 | 1482 | 396353 | 399867 | 418524 | 158789 | 289378 | 155346 | 215743 |
| 1881 | 161463 | 107458 | 120725 | 73754 | 11442 | 1426 | 390170 | 398598 | 417708 | 177102 | 283060 | 159579 | 210616 |
| 1882 | 164810 | 106229 | 117352 | 71740 | 10357 | 1024 | 390920 | 398404 | 419557 | 176434 | 280517 | 158694 | 209184 |
| 1883 | 164035 | 106482 | 113980 | 70104 | 8919 | 849 | 411872 | 409016 | 415786 | 222095 | 273397 | 147283 | 208949 |
| 1884 | 167722 | 106017 | 112873 | 70713 | 8698 | 894 | 410992 | 416588 | 422076 | 247715 | 280953 | 150510 | 22056 |

It will be observed from the above classification that the programme of studies for Public Schools is faithfully carried out. Every department of work receives due consideration. In some of the subjects, such as Writing, Arithmetic and Grammar, there is a marked increase in the number of pupils. The increase in Drawing is perhaps the most gratifying increase of the last nine years. The ultimate effect of attention to this subject upon the industrial prosperity of the country cannot be over-estimated.

III. TABLE C.—TEACHERS' CERTIFICATES—SALARIES.

Teachers' Certificates.

| YEAR. | Public School Teachers. | Males. | Females. | Total number of certificates. | Provincial 1st Class. | Provincial 2nd Class. | 3rd Class. |
|---|-------------------------|------------------|----------|-------------------------------|-----------------------|-----------------------|------------|
| 1876 | 6185 | 2780 | 3405 | 6185 | 241 | 1201 | 3688 |
| 1877 | 6468 | 3020 | 3448 | 6468 | 250 | 1304 | 3926 |
| 1878 | 6473 | 3060 | 3413 | 6473 | 210 | 1409 | 3904 |
| 1879 | 6596 | 3153 | 3443 | 6596 | 253 | 1601 | 3836 |
| 1880 | 6747 | 3264 | 3483 | 6747 | 239 | 1875 | 3706 |
| 1881 | 6922 | 3362 | 3560 | 6928 | 258 | 1970 | 3828 |
| 1882 | 6857 | 3062 | 3795 | 6857 | 246 | 2169 | 3471 |
| 1883 | 6911 | 2829 | 4082 | 6911 | 211 | 2167 | 3426 |
| 1884 | 7085 | 2789 | 4296 | 7085 | 235 | 2237 | 3420 |
| Percentage of increase in nine years..... | 14 | $\frac{33}{100}$ | 25 | 15 | ..... | 86 | ..... |

From this Table it will be seen that the total increase of 900 since 1876 is made up of 9 male teachers and 891 female teachers.

Referring to the standing of the teachers employed, it will be noticed that there is an increase of 24 in the number holding Provincial First Class Certificates. This increase, in view of the demand for teachers possessing the highest attainments, is very gratifying. Owing to the superior culture required for teachers of this rank the number eligible for a certificate is necessarily limited. There is, also, a very large increase in the number holding Second Class Certificates, namely, from 1201 in 1876 to 2237 in 1884, while at the same time the number of Third Class teachers is being gradually reduced. These are two very satisfactory features of the progress of education. The steady increase in the number of teachers of a higher grade shows: (1) That the facilities afforded by our High Schools for a higher education are made use of. (2) That those entering the profession are disposed to seek the higher literary culture which a Second Class Certificate represents, and (3) That those possessing that higher culture are sought for by Boards of Trustees. It must not be forgotten, that other things being equal, the best educated man or woman invariably makes the best teacher. There is still, however, a tendency on the part of some teachers to remain satisfied with any qualification which entitles them to conduct a Public School.

Table of Temporary Certificates.

| YEAR. | Temporary Certificates. | Other Certificates. |
|-----------|-------------------------|---------------------|
| 1876..... | 493 | 562 |
| 1877..... | 519 | 469 |
| 1878..... | 480 | 470 |
| 1879..... | 474 | 432 |
| 1880..... | 356 | 571 |
| 1881..... | 321 | 551 |
| 1882..... | 409 | 562 |
| 1883..... | 603 | 504 |
| 1884..... | 623 | 570 |

Teachers' Salaries.

The following table shows the average salaries for the Province, and for Counties, Cities and Towns respectively :—

| YEAR. | Highest salary paid. | Average salary male teacher, Province. | Average salary female teacher, Province. | Average salary male teacher, Counties. | Average salary female teacher, Counties. | Average salary male teacher, Cities. | Average salary female teacher, Cities. | Average salary male teacher, Towns. | Average salary female teacher, Towns. | No. of teachers who have attended Normal School. |
|---|----------------------|--|--|--|--|--------------------------------------|--|-------------------------------------|---------------------------------------|--|
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 1876..... | 1000 | 385 | 260 | 367 | 240 | 726 | 314 | 567 | 267 | 1015 |
| 1877..... | 1100 | 398 | 264 | 379 | 251 | 735 | 307 | 583 | 269 | 1084 |
| 1878..... | 1200 | 407 | 266 | 382 | 247 | 730 | 313 | 577 | 274 | 1133 |
| 1879..... | 1000 | 409 | 268 | 383 | 249 | 732 | 316 | 616 | 270 | 1374 |
| 1880..... | 1000 | 410 | 269 | 382 | 241 | 743 | 324 | 564 | 256 | 1636 |
| 1881..... | 1100 | 410 | 265 | 384 | 240 | 755 | 330 | 562 | 261 | 1799 |
| 1882..... | 1100 | 415 | 269 | 385 | 248 | 742 | 331 | 576 | 273 | 1873 |
| 1883..... | 1200 | 422 | 271 | 394 | 252 | 764 | 362 | 605 | 277 | 1853 |
| 1884..... | 1200 | 426 | 279 | 404 | 264 | 791 | 364 | 612 | 283 | 1941 |
| Percentage of increase in nine years..... | 20 | 10 | 8 | 10 | 10 | 9 | 16 | 8 | 6 | 91 |

It will be seen, although the increase in salaries is not very large, that Trustees are not unmindful of the services rendered by the teacher. I regret I am not able to furnish any information showing the mode in which these salaries are payable. I fear the habit still prevails of simply paying the teacher the usual grants as they become due, leaving the balance of the salary unpaid until the close of the year. By the School Act of 1877, the duty was imposed upon Trustees of paying teachers' salaries quarterly; this duty is continued in the Act of 1885. The main obstacle to its discharge appears to be that it necessitates the collection of more than the annual expenditure of one year at one time. If Trustees would gradually levy a larger sum than was necessary for the expenditure of the year, they would, without pressing unduly upon the ratepayers, be able to comply with the provisions of the School Act. Those engaged in almost every other profession or calling receive their earnings weekly, monthly, or at least quarterly. Why should the teacher not share in the privilege enjoyed by other wage earners?

There is a considerable discrepancy still between the salaries paid females as compared with males. Why should this be, when the services rendered are, in most cases, of equal value?

Salaries Elsewhere.—(Comparison.)

I submit a table showing the salaries paid in several States of the Union, as compiled from the Report of the Commissioner of Education:—

| | Males. | Females. | Average No. of days schools are open. |
|---------------------|--------------------|-------------------|--|
| Illinois | \$46 86 per month | \$37 76 per month | 150 |
| Maine | 37 39 “ | 22 40 “ | 117 |
| Massachusetts | 102 90 “ | 34 32 “ | 178 |
| Michigan | 41 56 “ | 27 44 “ | 148 |
| New York | \$43 28 per month. | | 176 |
| Ohio | 39 00 per month | 29 00 per month | 155 |
| Pennsylvania | 35 12 “ | 28 89 “ | 154 |
| Wisconsin | 38 91 “ | 25 40 “ | 175 |
| Ontario | 426 00 per annum | 229 00 per annum | 208 |

Average Salaries by Counties.

The following Table, showing the salaries paid by Counties (including incorporated Villages, but not Cities or Towns), is submitted for purposes of comparison :—

| | MALE. | FEMALE. | | MALE. | FEMALE. |
|----------------------------|-------|---------|----------------------------|-------|---------|
| | \$ | \$ | | \$ | \$ |
| Brant | 467 | 301 | Lincoln..... | 421 | 282 |
| Bruce | 418 | 285 | Middlesex | 442 | 316 |
| Carleton..... | 369 | 254 | Norfolk | 400 | 270 |
| Dufferin | 386 | 296 | Northumberland | 402 | 279 |
| Dundas | 356 | 245 | Ontario..... | 415 | 286 |
| Durham | 409 | 290 | Oxford | 452 | 289 |
| Elgin..... | 415 | 285 | Peel | 413 | 313 |
| Essex | 425 | 328 | Perth | 441 | 301 |
| Frontenac | 320 | 228 | Peterboro' | 365 | 255 |
| Glengarry | 329 | 219 | Prescott and Russell | 340 | 208 |
| Grenville..... | 331 | 208 | Prince Edward | 407 | 291 |
| Grey | 383 | 272 | Renfrew | 329 | 214 |
| Haldimand..... | 400 | 280 | Simcoe | 415 | 291 |
| Haliburton | 288 | 200 | Stormont..... | 348 | 221 |
| Halton | 444 | 297 | Victoria | 377 | 247 |
| Hastings..... | 395 | 271 | Waterloo | 459 | 273 |
| Huron | 417 | 267 | Welland..... | 437 | 285 |
| Kent | 429 | 315 | Wellington | 419 | 288 |
| Lambton | 422 | 294 | Wentworth..... | 444 | 288 |
| Lanark..... | 348 | 206 | York..... | 433 | 280 |
| Leeds | 320 | 210 | Districts | 317 | 257 |
| Lennox and Addington | 361 | 235 | | | |

IV.—TABLE D.—SCHOOLS AND SCHOOL HOUSES, MAPS, ETC.

Schools and School Houses.

| | No. of schools estab- lished. | No. of schools open. | Total No. of school houses. | Brick. | Stone. | Frame. | Log. | Schools using maps. | Total number of maps. | Average No. of legal teaching days open. |
|--|----------------------------------|----------------------|--------------------------------|--------|--------|--------|-------|---------------------|--------------------------|---|
| 1876 | 5092 | 5042 | 4926 | 1417 | 514 | 2253 | 742 | 4603 | 36874 | 204 |
| 1877 | 5219 | 5140 | 5148 | 1445 | 526 | 2446 | 731 | 4666 | 37493 | 204 |
| 1878 | 5041 | 4990 | 5066 | 1569 | 511 | 2281 | 705 | 4670 | 38995 | 206 |
| 1879 | 5155 | 5123 | 5147 | 1633 | 520 | 2301 | 693 | 4744 | 39987 | 208 |
| 1880 | 5195 | 5137 | 5182 | 1666 | 513 | 2297 | 706 | 4752 | 40104 | 208 |
| 1881 | 5288 | 5238 | 5278 | 1695 | 521 | 2372 | 690 | 4740 | 39719 | 208 |
| 1882 | 5255 | 5203 | 5227 | 1774 | 502 | 2306 | 645 | 4738 | 39372 | 206 |
| 1883 | 5316 | 5252 | 5284 | 1820 | 504 | 2343 | 617 | 5119 | 39812 | 207 |
| 1884 | 5375 | 5316 | 5344 | 1879 | 511 | 2323 | 631 | 5163 | 40022 | 208 |
| Percentage of increase in nine years..... | 6 | 6 | 8 | 32 | ..... | 3 | ..... | 12 | 9 | 2 |

From the above Table it will be seen that out of a total of 5,375 schools established in Ontario, 5,316 were open during last year. It will also be observed that there is a considerable decrease in the number of log school houses and a large increase in frame and brick. In 1850 there were only 99 brick school houses in the Province, now there are 1879. In the same year the number of log school houses was 1466, now happily reduced to 631. It will be gratifying to notice from the column headed "maps" that nearly every school in the Province is furnished with a certain number of wall maps, and that the total number in use exceeds 40,000. As in 1850 the total number of maps used in our public schools was 1814, the figures for last year show what remarkable progress has been made since that time.

V.—TABLE E.—RECEIPTS AND EXPENDITURE.

Receipts for School Purposes.

| | Legislative Grant, teachers' salaries. | Municipal School Grants and Assess- ments. | Clergy Reserves Fund, Balances and other sources. | Total receipts. |
|---|---|--|---|------------------|
| | \$ | \$ | \$ | \$ |
| 1876..... | 249956 | 2346735 | 776344 | 3373035 |
| 1877..... | 251962 | 2422432 | 730687 | 3405081 |
| 1878..... | 258539 | 2278040 | 694986 | 3231565 |
| 1879..... | 252566 | 2307223 | 654051 | 3213840 |
| 1880..... | 263454 | 2321929 | 669447 | 3254830 |
| 1881..... | 258297 | 2352556 | 648385 | 3259238 |
| 1882..... | 265738 | 2447214 | 757038 | 3469990 |
| 1883..... | 265467 | 2538042 | 767222 | 3570731 |
| 1884..... | 267084 | 2675621 | 780433 | 3723138 |
| Percentage of increase in nine years | 7 | 14 | $\frac{1}{2}$ | 10 $\frac{1}{2}$ |

The revenue of School Boards consists of the amount apportioned by the Inspector on the basis of average attendance, interest from investments, and rate levied on the taxable property or income of the ratepayers. Since 1876 there has been an increase of \$17,128 in the revenue from Legislative Grants, and an increase of \$328,886 in the revenue from Municipal Assessments.

Expenditure.

| | Teachers' salaries. | Maps, apparatus, prizes, etc. | Sites and building school houses. | Rent, repairs, fuel and other expenses. | Total expenditure. | Average cost per pupil on total attendance. | On average attendance. |
|---|---------------------|-------------------------------|-----------------------------------|---|--------------------|---|------------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ c. | \$ c. |
| 1876 | 1838321 | 49083 | 630266 | 488786 | 3006456 | 6 13 | 14 15 |
| 1877 | 2038099 | 47339 | 477393 | 510458 | 3073489 | 6 26 | 14 15 |
| 1878 | 2011208 | 42507 | 413393 | 422239 | 2889347 | 5 91 | 12 86 |
| 1879 | 2072823 | 32622 | 306026 | 421614 | 2833085 | 5 82 | 12 91 |
| 1880 | 2113180 | 25222 | 249390 | 434261 | 2822053 | 5 85 | 12 82 |
| 1881 | 2106019 | 14022 | 280460 | 443770 | 2844271 | 5 92 | 13 21 |
| 1882 | 2144449 | 15583 | 341918 | 525025 | 3026975 | 6 42 | 14 13 |
| 1883 | 2210187 | 20275 | 312342 | 565626 | 3108430 | 6 69 | 14 42 |
| 1884 | 2296027 | 17732 | 341198 | 625905 | 3280862 | 7 02 | 14 79 |
| Percentage of increase in nine years..... | 25 | ..... | ..... | 28 | 9 | 15 | 4½ |

This Table shows an increased expenditure of \$274,406 for 1884 as compared with 1876; or an increase of 9 per cent. The increase in municipal expenditure during one year less than the same period, as shown by the table given below, was \$818,122; or 20 per cent. The cost per pupil is now \$7.02; in England and Wales, \$5.91; in Ohio, \$10.24; in Massachusetts, \$15.40; in Michigan, \$7.59; in New York, \$10.96, and in Pennsylvania, \$7.52.

Taxation for Municipal Purposes.

| | RURAL. | URBAN. | TOTAL. |
|------------|---------|---------|---------|
| | \$ | \$ | \$ |
| 1876 | 1963989 | 2182409 | 4146398 |
| 1877 | 2026068 | 2486211 | 4512279 |
| 1878 | 2113030 | 2918935 | 5031965 |
| 1879 | 2131859 | 2556079 | 4687938 |
| 1880 | 2123123 | 2459738 | 4582861 |
| 1881 | 2099374 | 2547964 | 4647338 |
| 1882 | 2119545 | 2598920 | 4718465 |
| 1883 | 2220021 | 5744499 | 4964520 |

VI. TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

Schools—Expenditure—Teachers.

| | No. of Schools open. | Total Receipts. | Total Expenditure. | No. of Teachers. |
|--|-------------------------|-----------------|-----------------------|---------------------|
| | | \$ | \$ | |
| 1876 | 167 | 106483 | 101493 | 302 |
| 1877 | 185 | 120266 | 114806 | 334 |
| 1878 | 176 | 127549 | 120559 | 333 |
| 1879 | 191 | 129092 | 122831 | 346 |
| 1880 | 196 | 136873 | 128463 | 344 |
| 1881 | 195 | 137074 | 123724 | 374 |
| 1882 | 193 | 166739 | 154340 | 390 |
| 1883 | 194 | 166289 | 153611 | 397 |
| 1884 | 207 | 190454 | 176477 | 427 |
| Percentage of increase in nine years.. | 25 | 79 | 74 | 42 |

Number of Pupils—Studies.

| YEAR. | No. of Pupils. | No. in Reading. | No. in Spelling. | No. in Writing. | No. in Arithmetic. | No. in Geography. | No. in Grammar. | No. of Maps. | No. of schools using maps. |
|--|----------------|-----------------|------------------|-----------------|--------------------|-------------------|-----------------|--------------|-------------------------------|
| 1876 | 25294 | 23823 | 22652 | 19172 | 19550 | 14890 | 10909 | 1133 | 154 |
| 1877 | 24952 | 23716 | 17920 | 17932 | 17961 | 13154 | 11174 | 1267 | 162 |
| 1878 | 25280 | 25280 | 18559 | 19381 | 20111 | 14668 | 11806 | 1274 | 165 |
| 1879 | 24779 | 24777 | 18039 | 19059 | 19965 | 13668 | 11469 | 1417 | 168 |
| 1880 | 25311 | 25311 | 19178 | 21914 | 20716 | 14875 | 11968 | 1604 | 168 |
| 1881 | 24819 | 24767 | 19763 | 19726 | 20473 | 14636 | 11909 | 1708 | 166 |
| 1882 | 26148 | 26148 | 21119 | 21052 | 21524 | 13900 | 11695 | 1616 | 171 |
| 1883 | 26177 | 26177 | 21385 | 22016 | 22111 | 14074 | 12805 | 1646 | 177 |
| 1884 | 27463 | 27463 | 23125 | 23139 | 23705 | 15108 | 13637 | 1640 | 193 |
| Percentage of increase in nine years..... | 9 | 15 | 2 | 21 | 21 | 2 | 25 | 45 | 26 |

From these Tables it will be seen that while the number of Separate Schools has increased 25 per cent., the expenditure increased 74 per cent., and the number of teachers 42 per cent. The number of pupils in the various subjects in the school programme has also proportionately increased. The average cost per pupil based on total attendance was \$5.70 for rural districts; \$6.40 for cities; \$7.26 for towns; and for the Province \$6.42.

The Separate Schools are now regularly inspected by Mr. J. F. White, who holds a 1st class Provincial Certificate, and Mr. Cornelius Donovan, M.A., of Toronto University, from whose reports it will appear that they are generally well managed and prosperous. The large expenditure incurred for their maintenance evinces great liberality and zeal on the part of their supporters, and so far as the Department is responsible for their prosperity, it will give me great pleasure to see them raised to the highest possible standard of usefulness and efficiency.

HIGH SCHOOLS.

VII.—TABLE G.—HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

Receipts, Expenditure, Attendance, etc.

| YEAR. | No. of schools open. | Total receipts. | Paid for Teachers' salaries. | Total expenditure. | No. of pupils. | Average attendance. | Percentage of average attendance to total attendance. | Cost per pupil on total attendance. | Cost per pupil on average attendance. |
|--|----------------------|-----------------|------------------------------|--------------------|----------------|---------------------|---|-------------------------------------|---------------------------------------|
| | | \$ | \$ | \$ | | | | \$ c. | \$ c. |
| 1876..... | 104 | 321132 | 195906 | 304948 | 8541 | 4719 | 55 | 35 70 | 64 60 |
| 1877..... | 104 | 357521 | 211607 | 343710 | 9229 | 5201 | 56 | 37 24 | 66 08 |
| 1878..... | 104 | 420188 | 223010 | 396010 | 10574 | 5998 | 56 | 37 46 | 66 03 |
| 1879..... | 104 | 417461 | 241097 | 400788 | 12136 | 6992 | 57 | 33 02 | 57 32 |
| 1880..... | 104 | 432309 | 247894 | 413930 | 12910 | 7256 | 56 | 32 06 | 57 05 |
| 1881..... | 104 | 371250 | 257218 | 345850 | 13136 | 7270 | 55 | 26 00 | 47 57 |
| 1882..... | 104 | 373150 | 253864 | 343720 | 12348 | 6580 | 53 | 27 56 | 52 24 |
| 1883..... | 104 | 378888 | 266317 | 348946 | 11843 | 6454 | 55 | 29 47 | 54 07 |
| 1884..... | 106 | 407978 | 282776 | 385426 | 12737 | 7302 | 57 | 30 26 | 52 78 |
| Percentage of increase in nine years | 2 | 27 | 44 | 26 | 49 | 55 | 5 | Decrease \$5 44 pr. pupil | Decrease \$11 82 pr. pupil |

The number of Collegiate Institutes in operation is 17, employing on an average 7 masters each; the number of two master schools last year was 49; three master schools and over, 57. The average cost per pupil at a Collegiate Institute was \$30.98; at a High School, \$29.89. Fees varying from \$3 to \$26 per annum are charged in 39 High Schools; the remaining 67 do not charge fees.

VIII.—TABLE H.—CLASSIFICATION.

The following Table shows the classification of the High Schools and the number of pupils in several of the most important subjects :

| YEAR. | English Grammar. | Composition. | Reading. | History. | Geography. | Arithmetic. | Book-keeping. | Algebra. | Latin. | Greek. | French. | German. | Music. | Drawing. |
|--|------------------|--------------|----------|----------|------------|-------------|---------------|----------|--------|--------|---------|---------|---------------|----------|
| 1876..... | 8457 | 8091 | 8249 | 8125 | 8318 | 8452 | 3725 | 7609 | 3789 | 905 | 3039 | 362 | ..... | 2747 |
| 1877..... | 8819 | 8772 | 8762 | 9106 | 9158 | 9227 | 3621 | 8678 | 4955 | 871 | 3091 | 442 | ..... | 2755 |
| 1878..... | 10486 | 9844 | 10184 | 9855 | 10074 | 10450 | 4011 | 10212 | 4729 | 883 | 3588 | 516 | ..... | 2881 |
| 1879..... | 12015 | 11601 | 11281 | 11873 | 11935 | 12105 | 4500 | 11761 | 5391 | 1097 | 4687 | 729 | ..... | 2693 |
| 1880..... | 12765 | 12288 | 12128 | 12654 | 12634 | 12825 | 4542 | 12667 | 5559 | 1100 | 5464 | 859 | ..... | 2397 |
| 1881..... | 13086 | 13050 | 12290 | 12937 | 12802 | 13097 | 5005 | 13032 | 5389 | 967 | 5938 | 877 | ..... | 1595 |
| 1882..... | 12275 | 12189 | 11425 | 12220 | 12106 | 12261 | 5642 | 11742 | 4501 | 815 | 5363 | 962 | ..... | 3441 |
| 1883..... | 11815 | 11707 | 9939 | 11551 | 11518 | 11767 | 4349 | 10296 | 4439 | 903 | 5318 | 961 | 1360 | 3538 |
| 1884..... | 12577 | 12525 | 11792 | 12393 | 12443 | 12638 | 7407 | 11490 | 4454 | 927 | 5119 | 1089 | 3428 | 5126 |
| Percentage of increase in nine years..... | 48 | 55 | 43 | 52 | 50 | 50 | 99 | 51 | 18 | 2 | 69 | 209 | 1 year 152 | 196 |

IX.—TABLE I.—MISCELLANEOUS.

The highest salary paid a Head Master was \$2350; the lowest was \$750. The average salary of a Head Master was \$1098. 59 Head Masters were graduates of Toronto University; 20 of Victoria; 11 of Queen's; 7 of Trinity; 2 of Albert; 1 of McGill; and 4 of British Universities. The total number of teachers employed was 358

Entrance Examination to High Schools.

The following Table shows the number of candidates who passed the Entrance Examination and the occupations chosen by High School pupils on completing their High School course :

| YEAR. | Candidates examined. | Candidates passed. | Matriculated. | Mercantile. | Agriculture. | Learned Professions. |
|--|-------------------------|-----------------------|---------------|-------------|--------------|-------------------------|
| 1876..... | | | 126 | 495 | 300 | 427 |
| 1877..... | 6248 | 3270 | 145 | 555 | 328 | 564 |
| 1878..... | 7383 | 3826 | 183 | 445 | 417 | 633 |
| 1879..... | 5848 | 4822 | 248 | 565 | 535 | 693 |
| 1880..... | 4894 | 2654 | 209 | 731 | 555 | 625 |
| 1881..... | 6556 | 3427 | 280 | 859 | 598 | 576 |
| 1882..... | 9815 | 4751 | 272 | 881 | 646 | 751 |
| 1883..... | 9607 | 4371 | 277 | 768 | 583 | 868 |
| 1884..... | 10662 | 7040 | 266 | 730 | 571 | 927 |
| Percentage of increase in nine years..... | 71 | 116 | 113 | 48 | 90 | 117 |

MODEL SCHOOLS.

By the School Act of 1876, provision was made for the establishment of County Model Schools. By a subsequent regulation of the Department, a Syllabus of Lectures was prepared, and the professional course of Teachers in training fully defined. The object of this system of training was to prevent any person entering the profession who had not received some instruction in methods of teaching, school discipline, and the art of school management. Although the experiment was a new one, inasmuch as no other country had made similar provision for its teachers, and although it depended largely for its success upon the co-operation of the principals and trustees of the schools chosen for Model School purposes, the results have been most satisfactory. During the current year I revised the Syllabus of Lectures in order to give more definiteness to the course, and, as will be seen by reference to the School Act, made the payment by the County Councils of the equivalent to the Government grant, compulsory. The appointment of a permanent Inspector of Model Schools has enabled me to supervise the work of training more thoroughly than under the former system of inspection. I am satisfied there is no expenditure made by the Department from which so much profit is derived by the community. I take the liberty, however, of pointing out a few defects yet remaining to be corrected:—

1. In some instances the separate room required by the regulations for Model School purposes has not been provided. Therefore, to make provision for the teachers in training, the pupils of a primary room are dismissed during a certain portion of the day. This concession, originally made for the convenience of the Public Schools, should now be withdrawn. The Principal should have a room for the exclusive use of the teachers in training, in order that whenever it suits his convenience, or whenever it is necessary for the purpose of instruction, he might call them together without interfering with the organization of the other classes of the school.

2. It is of primary importance that the Principal of the Model School should be relieved during the whole of the Model School term from all public school duty. His work as Model School Principal is sufficiently exhaustive, and he requires so much time for preparation and criticism, that without such relief the teachers in training are necessarily neglected.

3. Although music, drill and calisthenics are optional, it was intended by the Department, when trustees were permitted to charge fees, that provision would be made for suitable instruction in these subjects. Without this it will be impossible to secure the introduction of music into our public schools, and certainly the physical training of the pupils is of sufficient importance to justify greater attention to drill and calisthenics. The following table contains the details of attendance and expenditure from 1877 to 1885:—

MODEL SCHOOLS.

| YEAR. | No. of Schools. | No. of student Teachers. | No. that passed final examination | Government Grant. |
|-----------|-----------------|--------------------------|-----------------------------------|-------------------|
| | | | | \$ |
| 1877..... | 50 | 1237 | 1146 | 2000 |
| 1878..... | 50 | 1391 | 1372 | 8200 |
| 1879..... | 51 | 1295 | 1259 | 200 |
| 1880..... | 49 | 1413 | 1317 | 10000 (1879-80) |
| 1881..... | 50 | 668 | 615 | 4800 |
| 1882..... | 46 | 882 | 837 | 9750 |
| 1883..... | 48 | 820 | 791 | 7500 |
| 1884..... | 51 | 1117 | 1017 | 8100 |
| 1885..... | 52 | 1305 | 1203 | 8100 |

TEACHERS' ASSOCIATIONS.

The legislation by which Model Schools were established also gave to the Teachers' Institute a legal status. For many years through their own enterprise and anxiety to promote professional harmony and culture, the teachers of Ontario had voluntary meetings of this kind. As will be seen from the table subjoined there were 42 Institutes in 1877, attended by 1,881 teachers. The regulations of the Department framed in 1877 indicated somewhat fully the course to be pursued at these Institutes, in order that they might be both practical and instructive. By the Legislative grant of fifty dollars the teachers were able to secure the services of persons specially qualified to give instruction to them in professional subjects. By permitting them also to reckon the days attending the Institute as visiting days, they were still further encouraged and aided, and as a result I find that in 1884 the number of Institutes organized was 64, attended by 5,189 teachers. In 1884 I appointed J. A. McLellan, LL.D., formerly Inspector of High Schools, Director of these Institutes. His wide experience in all the departments of school work; his efficiency as a High School Inspector, and his success in conducting Institute classes at the request of the teachers themselves, pointed to him as fully qualified for this work. By lectures which he is required by the regulations to deliver at each meeting of the Institute, he is able to point out better methods of instruction in the various subjects on the Public School Programme, and as these lectures are attended by many others who are not members of the profession, he is also enabled to give a tone to public opinion which must re-act favorably upon all the educational forces of the country. You will be gratified to observe that 73 per cent. of the teachers of Ontario already avail themselves of this means of instruction, and as under the new regulations the High Schools are united with the Public Schools for Institute purposes, I have no doubt, with a wider range of subjects for discussion, greater interest will attach to the meetings, and greater benefits accrue to the teachers themselves. J. J. Tilley, Inspector of Model Schools, is also employed in Institute work during a portion of the year, and has proved a valuable and efficient officer. The following are some of the advantages of such Institutes, as pointed out by the Rev. S. N. Fellows, D.D., Professor of Didactics in the University of Iowa :—

Among the advantages of the Institute may be mentioned the following, viz. :

(1) The social advantages. Country school teachers are isolated and deprived of the inspiration that comes from association. They oftentimes are lonesome, heartsick, and discouraged. The annual reunion of the Institute is like an oasis in the desert.

(2) Direct aid is given to the teachers in their work. A problem is solved, a difficulty removed, a principle explained that has given trouble for years.

(3) The professional standard is raised. The best and most skilled teachers are brought to the front, pretenders and quacks are revealed, and the profession is sifted. Higher ideas of the teacher's work are established.

(4) The professional spirit is quickened. Each teacher realizes that he belongs to the grand army of teachers.

(5) Through lectures and addresses an increasing interest is awakened in the public mind in regard to the teacher's work. Teachers and parents obtain broader views and appreciate more highly the value of the public school.

(6) It brings parents and teachers nearer together, causes a better understanding, and increases the appreciation of the teacher's difficulties and work, and secures, consequently, greater sympathy and support.

Fifteen years of observation in the Institutes of Iowa have shown me a marked improvement in all these respects.

The following table shows what is done by a few of the States in fostering this important department of a teacher's training :

Table showing statistics of State and District Institutes.

| States | Number of district institutes. | Length of session. | By whom held. | Amount appropriated by Legislature. | Number of teachers in attendance. | Number of teachers in State. | Number of instructors. | Number of public lectures. |
|-----------------|--------------------------------|--------------------|---|-------------------------------------|-----------------------------------|------------------------------|------------------------|----------------------------|
| Arkansas..... | 12 | 3 days | Conductors appointed by State Superintendent | | | 2,169 | | |
| Florida..... | | 6 days..... | Under direction of State Superintendent | \$1,000 | | 1,095 | | |
| Massachusetts.. | 22 | 1 or 2 days... | Conducted by Secretary and Agents of Board of Education | 1,760 | 1,941 | 8,861 | 18 | 46 |
| Minnesota..... | 41 | 1 week | Conductors appointed by State Superintendent | 5,000 | 2,000 | 5,571 | 8 | 123 |
| Nevada..... | 3 | 12 days..... | | 300 | | 176 | | |
| New York..... | 73 | 1 week | Conductors appointed by State Superintendent | 16,040 | 13,231 | 30,826 | 4 | |
| North Carolina. | 10 | | Conductors appointed by State Superintendent | 8,000 | 1,446 | 5,002 | 58 | 70 |
| Rhode Island.. | 3 | 3 days..... | Conducted by State School Commissioner | 500 | 231 | 1,287 | 58 | 70 |
| South Carolina. | | 4 weeks | Conductors appointed by State Superintendent | 1,500 | 500 | 3,249 | 13 | 4 |
| Texas..... | 42 | 6 weeks..... | Conductors appointed by State Board of Education | 5,880 | | 4,361 | | |
| West Virginia. | 7 | 5 days..... | Conductors appointed by State Superintendent | 630 | | 4,287 | 14 | 14 |

TEACHERS' ASSOCIATIONS (ONTARIO).

| YEAR. | RECEIPTS. | | | | | | EXPENDITURE. | | |
|--------------------------------------|-------------------------------|-----------------|------------------------------------|--|---------------------------------------|-------------------------------------|------------------------|----------------------------|--------------------|
| | No. of Teachers Associations. | No. of Members. | Total No. of Teachers in Province. | Amount received from Government Grant. | Amount received from Municipal Grant. | Amount received from Members' Fees. | Total amount received. | Amount paid for Libraries. | Total amount paid. |
| 1877..... | 42 | 1881 | 6468 | \$ 1412 50 | \$ 100 00 | \$ 299 75 | \$ 2769 45 | | \$ 1127 68 |
| 1878..... | 54 | 3511 | 6473 | 3247 38 | 530 00 | 689 32 | 5961 62 | 1069 76 | 3764 63 |
| 1879..... | 60 | 4185 | 6596 | 3516 55 | 350 00 | 756 55 | 7632 24 | 1687 68 | 4772 30 |
| 1880..... | 59 | 4214 | 6747 | 3275 00 | 225 00 | 790 20 | 8028 97 | 1460 29 | 4965 85 |
| 1881..... | 61 | 4033 | 6922 | 2950 00 | 200 00 | 1027 04 | 8570 64 | 438 62 | 4377 44 |
| 1882..... | 62 | 4395 | 6857 | 2900 00 | 300 00 | 1088 84 | 9394 28 | 453 02 | 5355 33 |
| 1883..... | 62 | 4821 | 6911 | 4025 00 | 435 00 | 792 83 | 10372 91 | 1274 32 | 5870 79 |
| 1884..... | 64 | 5189 | 7085 | 2027 00 | 510 00 | 676 05 | 9423 47 | 1500 09 | 4875 43 |
| Percentage of increase in eight y'rs | 53 | 175 | 10 | 44 | 410 | 125 | 240 | 40 | 332 |

TRAINING INSTITUTES.

By the School Act of 1885 I was authorized to set apart five Collegiate Institutes as Training Institutes for Assistant Masters of High Schools, and First Class Public School Teachers. The Trustees of the Collegiate Institutes at Hamilton and Kingston placed their schools at the disposal of the Department for this purpose. Each Institute was attended by 11 teachers in training. It will be seen by Regulations, 219 to 248, that the course of study prescribed for Training Institutes is of a thoroughly practical character. The teacher in training is expected to devote special attention to practical teaching; to teach lessons in the presence of the Principal, and also to conduct classes subject to his criticism. The text books prescribed embrace the History of Education, the Science of Education, the Principles and Practice of Teaching and Hygiene. The final examination is conducted by Examiners appointed for that purpose, and the certificate awarded authorizes the holder thereof to teach as an Assistant Master in any High School in the Province. For many years the training of High School Masters was entirely neglected. The most advanced educators believe that teaching is an art, proficiency in which can only be attained by practice. Under the Prussian system, where attention is given to every department of education, training schools for teachers in Colleges have been in existence for many years. As the attendance at the High Schools is annually increasing, to delay providing the best teachers that culture and training could produce was considered undesirable. The mere possession of a degree from a University is not conclusive evidence of ability as a teacher. What effect this training may have upon the higher education of the Province remains to be seen.

NORMAL SCHOOLS.

NORMAL AND MODEL SCHOOLS.

| | No. of Normal School Teachers. | No. of Normal School Students. | No. of Normal School Teachers. | No. of Model School Pupils. | Receipts from Fees of Model School Pupils. | Expenditure, Normal and Model Schools. |
|---|---|---|---|--------------------------------------|--|--|
| | | | | | \$ c. | \$ c. |
| 1876..... | 13 | 247 | 8 | 447 | 8370 00 | 39020 54 |
| 1877..... | 13 | 257 | 8 | 399 | 7909 22 | 39863 58 |
| 1878..... | 14 | 226 | 8 | 382 | 7752 00 | 34032 92 |
| 1879..... | 15 | 429 | 8 | 391 | 7798 00 | 33719 58 |
| 1880..... | 13 | 483 | 15 | 607 | 9122 00 | 36694 07 |
| 1881..... | 15 | 418 | 15 | 698 | 11523 00 | 41808 43 |
| 1882..... | 16 | 260 | 15 | 799 | 13783 50 | 44888 02 |
| 1883..... | 15 | 338 | 16 | 760 | 13232 00 | 45540 40 |
| 1884..... | 15 | 351 | 16 | 742 | 12106 75 | 40761 02 |
| 1885..... | 12 | 405 | 17 | 658 | 11352 50 | 38257 11 |
| Percentage of in- crease in 10 years | | 64 | 112 | 47 | 36 | ..... |

The attendance at the Provincial Normal Schools, as will be seen by above table, still continues satisfactory. By Regulation 175, the holder of a second class non-professional certificate who has taught a public school successfully for one year is entitled to attend a Normal School. During the current year a Syllabus of Lectures in the various subjects prescribed for students at the Normal School was prepared, and greater definiteness

given to the whole course of instruction. By the retirement of the Rev. H.W. Davies, D.D., Mr. Thomas Kirkland, M.A., Science Master, became Principal of the Normal School of Toronto; and James Carlyle, M.D., Mathematical Master, took the second position. As now constituted, these two teachers do the work formerly done by three without any deterioration as to efficiency or management. On the resignation of the Writing Master, the duties of his position were divided between the Drawing Master and the teachers in the different departments of the Model School. The appointment of Miss Bessie Hailman to take charge of the Kindergarten, opened on the 1st of September last, enables me to place before the Normal School students the best methods of instruction in primary work. I am also endeavoring to establish a course of lectures with a view to increase the general information of the students, and to excite greater interest in literary pursuits. The sessions of 1885 were marked by the usual diligence of teachers and students.

ART SCHOOLS.

By the Act of last session respecting the Education Department, power was taken to make regulations for the organization and management of Art Schools, to prescribe a curriculum of studies for such schools and to award certificates. Under this provision, regulations were made arranging a course of study, consistent with that prescribed for Public and High Schools. The primary course includes Free-hand Drawing; Practical Geometry; Linear Perspective; Model Drawing; and Memory and Blackboard Drawing. The Advanced Course includes:—Shading from flat examples; Outline Drawing from the round; Shading from the round, Drawings from natural objects; Advanced Perspective; Descriptive Geometry; Drawing from dictation; Machine Drawing; Building Construction, and Industrial Designs. Provision is also made that any teacher taking a certificate in the Primary Course shall not be required to pass an examination in Drawing in his Non-professional Course. There are now in operation four Art Schools. The one at Ottawa is attended by 133 pupils; at Kingston by 83 pupils; at Toronto by 212 pupils; and at London by 132 pupils. Arrangements are being made for the establishment of another at Hamilton, which, I expect, will be opened during the current year.

I have already pointed out in my remarks on the subject of Drawing in the Public Schools, the effect the study of this subject must have upon the industrial prosperity of the country. In confirmation of what I have already stated, permit me to quote the remarks of Sir Lyon Playfair, at the opening of the Harris Academy, Dundee. "Drawing, and more especially Mechanical Drawing, was half the technical education of a working man. If he had inventiveness it would help him greatly, and though he might have no originality to discover new plans, his intelligence was immensely strengthened by the power of appreciating the expressions and purposes of the architect, the builder, the engineer, the machinist, and others who had to express their purposes by the conventional rules of Mechanical Drawing. Free hand Drawing was important to give a sense of the beautiful, and to train the hand and eye, while Mechanical Drawing was of first importance."

MECHANICS' INSTITUTES.

There are now in operation 122 Mechanics' Institutes, 6 of which were organized this year. Out of a total expenditure of \$117,931, the sum of \$35,226 was expended on books, \$5,790 on evening classes, and \$2,333 on lectures. The number of volumes issued to the public was 528,871. This shews that there were at least that number of persons who availed themselves of this source of information. Sixty-eight Institutes established reading-rooms, and provided for their members 962 periodicals and 1,119 news-

papers. Forty-three Institutes conducted evening classes, with the following attendance :—

| | | | |
|----------------------|----------------|-----------------------|--------------|
| Freehand Drawing.. | 1,170 Students | Memory Drawing | 748 Students |
| Practical Geometry . | 1,039 “ | Architectural Drawing | 4 “ |
| Linear Perspective.. | 989 “ | Machine Drawing | 42 “ |
| Model Drawing | 774 “ | | |

These classes represented nearly every trade and profession in the country. At the examination held at the close of the term, 645 Proficiency Certificates were awarded in Grade B, and 13 in Machine Drawing. Nineteen Institutes conducted classes in the following subjects :—

| | |
|---|--------------|
| Writing, Phonography and Book-keeping | 398 Students |
| English Grammar | 213 “ |
| Arithmetic and Mensuration | 323 “ |
| Telegraphy | 10 “ |

DEPARTMENTAL EXAMINATIONS.

EXAMINATION PAPERS PRINTED 1885.

| | |
|--------------------------------|----------------|
| Entrance Examinations..... | 237,750 |
| Normal Schools | 24,800 |
| County Model Schools..... | 12,000 |
| Training Institutes..... | 3,500 |
| III. Class | 48,000 |
| III. and II. Class | 121,000 |
| II. Class | 31,500 |
| I. Class..... | 21,600 |
| Provincial Model Schools | 14,100 |
| <i>Total</i> | <u>514,250</u> |

DEPARTMENTAL EXAMINATIONS, 1879-1885, INCLUSIVE.

| YEAR OF EXAMINATION. | Candidates Examined. | Passed for II. Class Grade “A.” | Passed for II. Class Grade “B.” | Passed for III. Class. | Appeals. | Sustained. |
|----------------------|----------------------|---------------------------------|---------------------------------|-----------------------------|----------|------------|
| 1879..... | 2539 | 153 | 597 | Conducted by County Boards. | | |
| 1880..... | 3185 | 121 | 616 | | | |
| 1881..... | 3592 | 84 | 590 | | | |
| 1882..... | 3090 | 230 | 951 | | | |
| 1883..... | 3900 | 98 | 279 | | | |
| 1884..... | *5128 | 414 | 657 | 1205 | | |
| 1885..... | *4541 | 262 | 481 | 860 | 506 | 144 |
| | | | | 1150 | 736 | 194 |

In the year 1880 the Education Department assumed the examination of all candidates for Teachers' Certificates. Formerly these examinations were conducted by the County Boards of Examiners, and the expenses paid by the County Councils. As now arranged, the expense is borne largely by the Department. From the accompanying Table it will be seen that last year the Department printed and despatched 514,250 examination papers to different points in the Province; and examined 4,541 candidates for teachers' certificates.

*Candidates who took both the third and second class examinations on the same occasion are only reckoned once.

FAILURES, EXAMINATION, 1885.

| SUBJECTS. | Papers Read. | Failed. |
|-------------------------------|--------------|---------|
| THIRD CLASS. | | |
| English literature..... | 3,753 | 584 |
| Algebra..... | 3,757 | 1,045 |
| Geography..... | 3,753 | 77 |
| Physics..... | 3,746 | 501 |
| English grammar..... | 3,747 | 519 |
| History..... | 3,741 | 275 |
| Arithmetic..... | 3,748 | 840 |
| Euclid..... | 3,747 | 520 |
| THIRD AND SECOND CLASS. | | |
| Book-keeping..... | 4,456 | 396 |
| Mental arithmetic..... | 4,474 | |
| Composition..... | 4,464 | 435 |
| Dictation..... | 4,461 | 6 |
| Drawing..... | 4,461 | |
| Reading, oral..... | | 54 |
| “ principles..... | 4,459 | 254 |
| Writing..... | 4,458 | 17 |
| Botany..... | 1,598 | Bonus. |
| Music..... | 3,225 | Bonus. |
| Latin authors..... | 678 | 31 |
| “ grammar..... | 732 | 151 |
| French authors..... | 1,200 | 12 |
| “ grammar..... | 1,215 | 98 |
| German authors..... | 148 | 5 |
| “ grammar..... | 178 | 12 |
| SECOND CLASS. | | |
| Euclid..... | 1,778 | 150 |
| English literature..... | 1,786 | 288 |
| Physics..... | 1,763 | 531 |
| Statics and hydrostatics..... | 313 | 42 |
| Chemistry..... | 933 | 315 |
| English grammar..... | 1,768 | 340 |
| Geography..... | 1,783 | 17 |
| Algebra..... | 1,787 | 370 |
| Arithmetic..... | 1,784 | 324 |
| History..... | 1,776 | 26 |

From an analysis of the failures of those who wrote for a second class certificate it appears that there was no special deficiency, the greatest failure being in physics, which was only 531. Judging by the results, the subjects of writing, dictation, history, geography, classics, modern languages and statics were particularly well taught, as the failures in these subjects varied from one to ten per cent. only. Of those who wrote for a third-class certificate, the failure in Algebra was the most marked, being nearly thirty per cent. of the whole. In conducting this examination there are several difficulties which, although not insuperable, are somewhat embarrassing:

(1) Examiners possessing all the qualities requisite are not easily found. In order rightly to estimate a candidate's work, the Examiner should be a man of wide experience as a teacher, well informed in regard to the subject under consideration, and of such breadth of view as would enable him to overlook those minor mistakes which invariably occur in every examination paper. Under the regulations recently adopted, provision is made that Examiners shall, in future, be chosen from those actively engaged in professional work.

(2) In preparing examination papers, the Examiner is naturally guided largely by

his own idea of what particular departments of a subject are most important. It is but reasonable to expect that many who come up to an examination omit in some instances to study every department and consequently fail, and in their disappointment they blame the Examiner instead of their own deficiencies.

(3) Many candidates in their anxiety to pass, submit themselves to undue pressure just prior to the examination. Instead of undertaking this task with clear heads and in the best of health, they are found mentally and physically exhausted. The result is that although their standing in the school might lead them to expect an easy victory, they are sometimes left behind by those less competent, who have exercised more prudence in preparing for the struggle. While these difficulties necessarily occur in every examination, there can be no doubt, however, that as a rule those who are most thorough in their work are most successful, and that only by examination can be secured for the profession those whose attainments qualify them for the duties involved.

ARBOR DAY.

By a circular issued on the 16th day of April, 1885, I suggested to the trustees in the rural districts to set apart the second Friday in May for the purpose of planting trees, and beautifying and improving the school grounds. I am glad to say that the response to my suggestion was very cordial and all but unanimous. The Inspectors report that in addition to the planting of trees, many school yards were sodded, fences repaired, walks laid, and flower beds arranged, thus adding to the beauty and attractiveness of the school yard. Provision is now made in the new regulations for an annual Arbor Day in the Province. In a very few years I trust that the grounds surrounding every school house will be planted with suitable shade trees and otherwise made attractive to the pupils.

The following list shews the number of trees, etc., planted on Arbor Day, 1885:

| COUNTY. | No. of Trees. | Flower Beds. |
|-------------------------|---------------|--------------|
| Brant..... | 150 | ..... |
| Bruce..... | 300 | ..... |
| Carleton..... | 350 | ..... |
| Dufferin..... | 1423 | ..... |
| Dundas..... | 160 | ..... |
| Durham..... | 897 | ..... |
| Elgin..... | 1200 | 200 |
| Essex..... | 850 | ..... |
| Frontenac..... | 274 | ..... |
| Glengarry..... | 109 | ..... |
| Grenville..... | 400 | ..... |
| Grey..... | 1412 | ..... |
| Haldimand..... | 1045 | ..... |
| Haliburton..... | 250 | ..... |
| Halton..... | 342 | ..... |
| Hastings..... | 1276 | ..... |
| Huron..... | 1720 | ..... |
| Kent..... | 50 | ..... |
| Lambton..... | 550 | ..... |
| Leeds..... | 282 | ..... |
| Lennox & Addington..... | 250 | ..... |
| Lincoln..... | 500 | ..... |
| Middlesex..... | 2100 | ..... |
| Northumberland..... | 1000 | ..... |
| Ontario..... | 600 | ..... |
| Oxford..... | 792 | ..... |

| COUNTY. | No. of Trees. | Flower Beds. |
|--------------------------|---------------|--------------|
| Peel | 683 | ..... |
| Peterborough | 300 | ..... |
| Prescott & Russell | 274 | ..... |
| Prince Edward | 200 | ..... |
| Renfrew | 353 | ..... |
| Simcoe | 3560 | 53 |
| Victoria | 1600 | ..... |
| Welland | 350 | ..... |
| Wellington | 976 | ..... |
| Wentworth | 2700 | ..... |
| York | 1200 | ..... |
| Algoma District | 100 | ..... |
| Total | 30648 | 253 |

SCHOOL LAW AND REGULATIONS.

The consolidation Act of last session rendered the publication of a new edition of the School Law necessary, accordingly an edition of 7,000 copies was published for gratuitous distribution—one copy being sent to each Board of School Trustees. I need scarcely point out that in its new form the School Law is not only simplified but, excised of much irrelevant matter, and so classified as to make it more easy of reference. The regulations and forms appended will also, I trust, be found well adapted for the purposes for which they were intended. Some of their distinctive features may be briefly pointed out:—

(1) The regulations in regard to school accommodation are more clearly stated, and the equipment requisite more accurately described. As a rule, trustees are not unwilling to provide ample accommodation and to furnish their schools comfortably, providing they are directed in regard to details.

(2) The programme of studies for public schools has been greatly simplified, and only those subjects of study prescribed which are deemed essential. Drawing and Canadian history have been added to the list of compulsory subjects, and provision is made for the study of agriculture and hygiene, and for practice in calisthenics on Friday afternoons.

(3) In the case of High Schools the course of study has been so arranged that Teachers' certificates may be granted on the subjects prescribed for University matriculation. By this means the number of classes in the High Schools is reduced, and greater efficiency secured with less labor. A commercial department has also been added to the list of High School subjects, and provision is made for granting diplomas to all who complete successfully their High School course.

(4) A new scheme for the distribution of the High School grant has been framed. While the former system provided for the distribution of the larger portion of the grant on the basis of salaries paid to teachers, it is now provided that equipment, apparatus, gymnasium and library shall be taken into account, the object being to stimulate local effort and secure as early as possible the thorough equipment of every High School in the Province.

(5) The conditions on which High Schools may be raised to the status of a Collegiate Institute are now clearly set forth. Any Collegiate Institute already established that fails to comply with these conditions loses its standing.

(6) A distinct course of study with a fixed number of lectures in each subject has been prescribed for the Provincial Normal Schools, and the duties of the Principal and staff carefully laid down.

(7) The qualifications requisite for the different grades of certificate awarded under the Public Schools Act have also been revised, and more prominence given to the study of English and other subjects essential to professional success.

RELIGIOUS INSTRUCTION.

Since my last report the Department prepared and issued a volume of Scripture Readings for the use of Public and High Schools. For many years various religious bodies pressed upon the Government the necessity for more uniform and definite religious instruction in connection with the work of secular education. It was urged that as a formative element of character and a guide in future life, no child could be said to be properly educated whose moral and religious training was neglected. In this view the Education Department concurred. As far back as 1852 a regulation was adopted by the old Council of Public Instruction by which Trustees were required to see that the Scriptures were read morning and evening, and that the schools were opened and closed with prayer. Notwithstanding that this recommendation was acted upon by 2,772 schools in 1883, still deputations waited upon the Government, and committees were appointed by several of the religious bodies to press for more definite and positive action. At the meeting of the Provincial Teachers' Association in 1883, the question was also discussed, and the following resolutions adopted :

"1. That in the opinion of your committee the teacher, as representing the parent, is responsible for the moral as well as the intellectual training of his pupils while under his charge.

"2. That all systematic moral training in the schools of Ontario should be based upon the Christian religion, as set forth in the Bible.

"3. That the reading of selected portions of Scripture, as a part of the regular daily exercises in all our schools, would be a material aid to teachers in the discharge of their duties in regard to such moral training.

"4. That we reaffirm the opinion of the Association expressed last year, to the effect 'that any one who cannot reverently, humbly and lovingly read the word of God is not fit to be a teacher.'

"5. That the Education Department do make a suitable selection of Scripture readings for the schools under its charge."

Acting on this suggestion, I made such selections from the Scriptures as were thought most suitable for school purposes, and submitted them for revision to a joint meeting of the Committees appointed by the different denominations that had taken up the question of religious instruction at the annual meetings of their ecclesiastical courts. By this meeting they were referred to a sub-committee, consisting of Ven. Archdeacon Boddy, Rev. Provost Body, Rev. John Burton, B.D., Rev. Dr. Dewart, Rev. Dr. Laing, Rev. H. D. Powis and Rev. Dr. Sutherland. They were finally authorized and supplied gratuitously to the Public and High Schools.

In order that the present position of the question of religious instruction may be clearly understood, I might point out (1) That, under the present regulations, the reading of the Sacred Scriptures is not left to the mere discretion of the Trustees. Their duty is clearly pointed out in order that there may be no misunderstanding of the responsibility under which they are placed. (2) There is a distinct declaration on the part of the Department, that religious instruction is an essential factor of our system of education, and both pupils and teachers have daily presented to them, as a standard by which their conduct is to be regulated, the sublime ethics of the Bible. (3) Where formerly there was often misdirected effort by the reading of selections not suited to the capacities of children, now there is a guarantee that every selection may be profitably read. The order of the lessons is such as to secure variety in matter and style of composition. The historical portions are so arranged as to preserve the continuity of the narrative, and the selections so copious as to include all, or nearly all, that could be read with profit to young children. The volume consists of 281 lessons, all of which may quite conveniently be read once every year. The child who attends school from the age of 5 to 15 will hear the greater portion of the Bible read at least ten times. (4) The non-denominational charac-

ter of this form of religious instruction is preserved, by requiring the teacher to read the lesson for the day without "comment or explanation." This provision I regard as most important. When the most learned who give a lifetime to the study of the Bible differ in regard to interpretation, it certainly would not be wise to authorize teachers who have no special training, to speak with the authority peculiar to their profession, and perhaps mislead, if not pervert, the minds of their pupils. (5) The conscientious scruples of teachers and pupils are fully protected. The Regulations distinctly provide that no teacher is required to read the Selections who notifies trustees that he has conscientious objections, and that no pupil need attend upon their reading if forbidden by the parents. So careful have I been to prevent all doubts as to the meaning of the Regulations on this point that I issued the following explanatory circular to the Public School Inspectors :

"EDUCATION DEPARTMENT, TORONTO, March, 1885.

"DEAR SIR, -As the Scripture Readings authorized for the use of Public and High Schools are now ready for distribution, I beg to call your attention to the third and fourth paragraphs of the Regulations, which were approved by His Honor the Lieutenant-Governor-in-Council on the 16th December last.

"By paragraph three, "Any teacher having conscientious scruples against opening and closing his school as provided by the Regulations is required to notify the Trustees in writing to that effect." In carrying out the intention of this Regulation every precaution should be taken that the liberty which may be rightfully exercised as therein provided should not be used as a means of ostracising the teacher of any denomination or creed, nor should his conscientious scruples be a reason for official censure, much less for his dismissal by any Board of Trustees.

"The right conceded to the pupil of absenting himself from the religious exercises of the school, as provided by paragraph four of the Regulations, requires the most careful attention of every teacher. In order that the parents and guardians of Roman Catholic pupils may be saved unnecessary trouble in giving notice to teachers under this Regulation, it is to be assumed that the parent or guardian of a Roman Catholic pupil has notified his wish to the teacher, as by this rule required, unless such parent expressly notifies such teacher in writing that he desires the pupil of which he is such parent or guardian to attend and be present at the religious exercises prescribed. Before entering upon the closing exercises of the school, the teacher should therefore allow a short interval to elapse, during which such pupils might retire, and in this way remove all doubts as to the faithful observance of the Regulations.

"While the Education Department is most anxious to promote the moral welfare of the pupils attending the Public and High Schools of the Province, it is equally anxious that the rights guaranteed to all by the Public Schools Act should not be interfered with. You will, I trust, in the discharge of your public duties, endeavor to impress these views upon every teacher and trustee within your jurisdiction."

(6) Provision is made whereby the clergy of the different denominations may, after school hours, give such additional religious instruction as they may deem necessary, and Trustees are authorized to shorten the hours of daily study in order to facilitate this object. It must not be forgotten that our Public and High Schools are public institutions, maintained for the purposes of developing the highest type of citizenship. While to this end a moral education is indispensable, it would defeat the whole purpose and policy of the system to fasten upon it any form of sectarianism which would alienate that public confidence and attachment under which it has hitherto prospered so well.

COLONIAL EXHIBITION.

Arrangements are being made for placing the School system of Ontario, and all other educational institutions of every grade and description, fully before the world at the Colonial Exhibition, to be held in London during 1886. I trust the position secured by Ontario at the Centennial Exhibition, and at Paris and Vienna, will be fully maintained in the

competition about to take place between her and the sister Colonies. In this connection you will, I trust, allow me to express my indebtedness to Your Honor for many valuable suggestions.

READING COURSE FOR TEACHERS.

In order to foster a love of literature and, at the same time, direct the attention of teachers towards those works from which the greatest benefit would be derived for themselves and their pupils, I have recommended a Course of Reading, extending over a period of three years. The Course is three-fold, embracing pedagogies, Science and Literature generally. The details are fully set forth in the circular from my Department, to be found in the Appendix.

CONCLUSION.

In the perusal of this Report, I trust you will find many gratifying evidences of progress. Nowhere are the benefits of a liberal education more fully appreciated than in this Province, and you may rest assured that no effort will be spared to give every citizen the advantages of at least a good, elementary education.

I have the honor to be,
Your Honor's obedient servant,

EDUCATION DEPARTMENT,
Toronto, December 31st, 1885.

GEO. W. ROSS,
Minister of Education.

TABLES

REFERRED TO IN THE FOREGOING

STATISTICAL REPORT.

I.—TABLE A.—The Public

| COUNTIES. (Including Incorporated Villages, but not Cities or Towns.) | School population between 5 and 16 years of age. | PUPILS ATTENDING | | | | | |
|--|--|------------------------------|---------------------------------------|------------------------------|--|--------|--------|
| | | Pupils under 5 years of age. | Pupils between 5 and 21 years of age. | Pupils over 21 years of age. | Total number of Pupils of all ages attending school. | Boys. | Girls. |
| 1 Brant | 4339 | 10 | 4232 | 1 | 4243 | 2249 | 1994 |
| 2 Bruce | 15650 | 40 | 15627 | 24 | 15691 | 8376 | 7315 |
| 3 Carleton | 9191 | 25 | 9224 | 5 | 9254 | 4850 | 4404 |
| 4 Dufferin | 5412 | 33 | 5191 | 5 | 5229 | 2794 | 2435 |
| 5 Dundas | 5267 | 10 | 5096 | 4 | 5110 | 2678 | 2432 |
| 6 Durham | 6453 | 13 | 6676 | 11 | 6700 | 3684 | 3016 |
| 7 Elgin | 8243 | 16 | 8094 | 9 | 8119 | 4268 | 3851 |
| 8 Essex | 9651 | 18 | 9652 | 5 | 9675 | 5117 | 4558 |
| 9 Frontenac | 7597 | 17 | 6658 | 6 | 6681 | 3460 | 3221 |
| 10 Glengarry | 4870 | 10 | 4951 | 2 | 4963 | 2632 | 2331 |
| 11 Grenville | 5596 | 13 | 5689 | 8 | 5710 | 3035 | 2675 |
| 12 Grey | 16230 | 61 | 16829 | 36 | 16926 | 9038 | 7888 |
| 13 Haldimand | 6011 | 20 | 5960 | 12 | 5992 | 3082 | 2910 |
| 14 Haliburton | 1612 | 14 | 1526 | ..... | 1540 | 792 | 748 |
| 15 Halton | 4675 | 10 | 4821 | 4 | 4835 | 2620 | 2215 |
| 16 Hastings | 10387 | 26 | 10103 | 11 | 10140 | 5254 | 4886 |
| 17 Huron | 15675 | 45 | 15993 | 23 | 16061 | 8470 | 7591 |
| 18 Kent | 10027 | 27 | 10440 | 12 | 10479 | 5548 | 4931 |
| 19 Lambton | 11411 | 16 | 11646 | 5 | 11667 | 6012 | 5655 |
| 20 Lanark | 6648 | 12 | 6282 | 5 | 6299 | 3282 | 3017 |
| 21 Leeds | 6461 | 19 | 6577 | 14 | 6610 | 3458 | 3152 |
| 22 Lennox and Addington | 5442 | 16 | 5588 | 2 | 5606 | 2949 | 2657 |
| 23 Lincoln | 4566 | 9 | 4509 | 3 | 4521 | 2427 | 2094 |
| 24 Middlesex | 14516 | 20 | 14713 | 13 | 14746 | 7894 | 6852 |
| 25 Norfolk | 7606 | 36 | 7729 | 5 | 7770 | 4041 | 3729 |
| 26 Northumberland | 8077 | 18 | 8108 | 5 | 8131 | 4467 | 3664 |
| 27 Ontario | 10428 | 8 | 10141 | 2 | 10151 | 5480 | 4671 |
| 28 Oxford | 8524 | 11 | 8850 | 11 | 8872 | 4755 | 4117 |
| 29 Peel | 5376 | 11 | 5544 | 3 | 5558 | 2902 | 2656 |
| 30 Perth | 8856 | 37 | 9003 | 10 | 9050 | 4778 | 4272 |
| 31 Peterborough | 5649 | 12 | 5601 | 2 | 5615 | 2975 | 2640 |
| 32 Prescott and Russell | 9367 | 73 | 9281 | 5 | 9359 | 4791 | 4568 |
| 33 Prince Edward | 3838 | 3 | 4046 | 5 | 4054 | 2206 | 1848 |
| 34 Renfrew | 8455 | 29 | 8401 | 8 | 8438 | 4416 | 4022 |
| 35 Simcoe | 15747 | 28 | 15867 | 36 | 15931 | 8323 | 7608 |
| 36 Stormont | 4649 | 20 | 4560 | 4 | 4584 | 2435 | 2149 |
| 37 Victoria | 9867 | 36 | 9403 | 29 | 9468 | 4962 | 4506 |
| 38 Waterloo | 8074 | 6 | 7988 | 5 | 7999 | 4349 | 3650 |
| 39 Welland | 5293 | 17 | 5338 | 4 | 5359 | 2842 | 2517 |
| 40 Wellington | 12110 | 36 | 12416 | 12 | 12464 | 6702 | 5762 |
| 41 Wentworth | 6401 | 19 | 6132 | 6 | 6157 | 3257 | 2900 |
| 42 York | 13537 | 28 | 13956 | 18 | 14002 | 7579 | 6423 |
| 43 Districts | 7415 | 39 | 7167 | 16 | 7222 | 3760 | 3462 |
| Total | 355199 | 967 | 355608 | 406 | 356981 | 188989 | 167992 |
| CITIES. | | | | | | | |
| 1 Belleville | 2227 | 1 | 2327 | ..... | 2328 | 1180 | 1148 |
| 2 Brantford | 3125 | ..... | 2319 | ..... | 2319 | 1277 | 1042 |
| 3 Guelph | 2454 | ..... | 2197 | ..... | 2197 | 1094 | 1103 |
| 4 Hamilton | 9424 | 88 | 8326 | ..... | 8414 | 4085 | 4329 |
| 5 Kingston | 3727 | 1 | 3749 | ..... | 3750 | 1886 | 1864 |
| 6 London | 4499 | ..... | 4785 | ..... | 4785 | 2509 | 2276 |
| 7 Ottawa | 7191 | 12 | 5896 | ..... | 5908 | 3041 | 2867 |
| 8 St. Catharines | 2268 | 4 | 2311 | ..... | 2315 | 1154 | 1161 |
| 9 St. Thomas | 2362 | ..... | 2356 | ..... | 2356 | 1168 | 1188 |
| 10 Toronto | 21705 | 14 | 20658 | ..... | 20672 | 10429 | 10243 |
| Total | 58982 | 120 | 54924 | ..... | 55044 | 27823 | 27221 |

Schools of Ontario.

THE PUBLIC SCHOOLS.

NUMBER OF PUPILS ATTENDING SCHOOL.

| | Less than 20 days during the year. | 20 to 50 days. | 51 to 100 days. | 101 to 150 days. | 151 to 200 days. | 201 days to the whole year. | Number of children be- tween 7 and 13 years of age not attending any school for 110 days during the year. | Number of children be- tween 7 and 13 years of age not attending any school during the year. | Average attendance of pupils. | Percentage of Aver- age attendance to to- tal number attending school. |
|----|---------------------------------------|----------------|-----------------|------------------|------------------|--------------------------------|---|--|----------------------------------|---|
| 1 | 270 | 606 | 1003 | 1026 | 1078 | 260 | 628 | 36 | 2160 | 51 |
| 2 | 1370 | 2618 | 3863 | 3509 | 3667 | 664 | 3667 | 230 | 7111 | 45 |
| 3 | 990 | 1677 | 2584 | 1947 | 1657 | 399 | 2709 | 179 | 4032 | 44 |
| 4 | 675 | 1073 | 1898 | 1126 | 778 | 179 | 1266 | 124 | 1932 | 37 |
| 5 | 586 | 865 | 1304 | 1129 | 1010 | 216 | 1509 | 61 | 2269 | 44 |
| 6 | 638 | 1224 | 1714 | 1538 | 1263 | 323 | 1447 | 104 | 2851 | 43 |
| 7 | 713 | 1412 | 2009 | 1863 | 1757 | 365 | 1439 | 68 | 3711 | 46 |
| 8 | 1049 | 1702 | 2461 | 2111 | 1990 | 362 | 2098 | 230 | 4362 | 45 |
| 9 | 1058 | 1556 | 1795 | 1306 | 861 | 105 | 2401 | 259 | 2339 | 35 |
| 10 | 445 | 964 | 1285 | 1185 | 803 | 281 | 1406 | 72 | 2057 | 41 |
| 11 | 559 | 1083 | 1490 | 1300 | 1090 | 188 | 1200 | 27 | 2494 | 44 |
| 12 | 2009 | 3547 | 4528 | 3727 | 2537 | 578 | 4270 | 321 | 6565 | 39 |
| 13 | 511 | 986 | 1420 | 1339 | 1417 | 319 | 1504 | 139 | 2863 | 48 |
| 14 | 226 | 380 | 432 | 331 | 134 | 37 | 555 | 45 | 519 | 34 |
| 15 | 398 | 767 | 1211 | 1151 | 1148 | 160 | 1155 | 43 | 2240 | 46 |
| 16 | 1206 | 1919 | 2539 | 2328 | 1782 | 366 | 3002 | 333 | 4227 | 42 |
| 17 | 1228 | 2634 | 4094 | 3690 | 3747 | 668 | 3373 | 144 | 7416 | 46 |
| 18 | 1088 | 1891 | 2882 | 2267 | 1969 | 382 | 2545 | 208 | 4539 | 43 |
| 19 | 1018 | 1765 | 2636 | 2589 | 2982 | 677 | 2567 | 177 | 5620 | 48 |
| 20 | 533 | 974 | 1512 | 1435 | 1446 | 399 | 1427 | 73 | 3103 | 49 |
| 21 | 651 | 1080 | 1643 | 1631 | 1388 | 217 | 2194 | 40 | 2988 | 45 |
| 22 | 698 | 1113 | 1484 | 1215 | 952 | 144 | 1700 | 75 | 2206 | 40 |
| 23 | 359 | 727 | 1119 | 1092 | 1042 | 182 | 995 | 24 | 2147 | 48 |
| 24 | 980 | 2108 | 3284 | 3537 | 4078 | 759 | 2249 | 159 | 7289 | 49 |
| 25 | 758 | 1555 | 1973 | 1759 | 1510 | 215 | 1293 | 71 | 3350 | 43 |
| 26 | 779 | 1399 | 2046 | 1941 | 1673 | 293 | 2150 | 128 | 3678 | 45 |
| 27 | 878 | 1909 | 2569 | 2338 | 1985 | 472 | 1607 | 156 | 5188 | 51 |
| 28 | 481 | 1384 | 1979 | 2188 | 2160 | 680 | 1353 | 86 | 4321 | 49 |
| 29 | 440 | 987 | 1575 | 1339 | 1093 | 124 | 1229 | 34 | 2383 | 43 |
| 30 | 665 | 1364 | 2113 | 2184 | 2284 | 440 | 1513 | 64 | 4348 | 48 |
| 31 | 547 | 1144 | 1482 | 1351 | 979 | 112 | 1833 | 17 | 2191 | 39 |
| 32 | 1057 | 1853 | 2408 | 1877 | 1666 | 498 | 2979 | 505 | 4028 | 43 |
| 33 | 315 | 707 | 960 | 1029 | 841 | 202 | 801 | 27 | 1869 | 46 |
| 34 | 1114 | 1694 | 2260 | 1694 | 1351 | 325 | 2507 | 319 | 3454 | 41 |
| 35 | 1666 | 2954 | 4266 | 3640 | 2754 | 651 | 3595 | 253 | 6544 | 41 |
| 36 | 515 | 819 | 1100 | 1039 | 893 | 218 | 1048 | 94 | 2035 | 45 |
| 37 | 1224 | 1960 | 2401 | 2058 | 1521 | 304 | 2094 | 121 | 3788 | 40 |
| 38 | 463 | 1046 | 1865 | 1983 | 2176 | 466 | 1400 | 50 | 4052 | 51 |
| 39 | 526 | 919 | 1458 | 1084 | 1086 | 286 | 1018 | 66 | 2389 | 45 |
| 40 | 986 | 2044 | 3319 | 2990 | 2632 | 493 | 3206 | 115 | 5787 | 46 |
| 41 | 508 | 1051 | 1628 | 1461 | 1267 | 242 | 1407 | 34 | 2796 | 45 |
| 42 | 1306 | 2427 | 3697 | 3085 | 2806 | 681 | 2210 | 132 | 6342 | 45 |
| 43 | 984 | 1616 | 1945 | 1438 | 973 | 266 | 1884 | 227 | 2546 | 35 |
| | | | | | | | | | | |
| | 34470 | 63503 | 90734 | 80850 | 72226 | 15198 | 82433 | 5670 | 158129 | 44 |
| | | | | | | | | | | |
| 1 | 158 | 251 | 556 | 580 | 766 | 17 | 505 | | 1278 | 55 |
| 2 | 148 | 266 | 477 | 457 | 956 | 15 | 202 | 100 | 1447 | 62 |
| 3 | 107 | 260 | 448 | 531 | 813 | 38 | | | 1242 | 56 |
| 4 | 395 | 721 | 2080 | 1525 | 3246 | 447 | | | 4008 | 58 |
| 5 | 167 | 367 | 845 | 894 | 1297 | 180 | | | 2098 | 56 |
| 6 | 395 | 736 | 1190 | 1014 | 1417 | 33 | 247 | | 2699 | 56 |
| 7 | 317 | 560 | 1091 | 1168 | 1875 | 897 | 759 | | 3404 | 58 |
| 8 | 178 | 303 | 543 | 517 | 755 | 19 | | | 1236 | 53 |
| 9 | 191 | 284 | 510 | 495 | 803 | 73 | | | 1294 | 55 |
| 10 | 850 | 2007 | 4501 | 3628 | 9686 | | | | 13310 | 65 |
| | | | | | | | | | | |
| | 2906 | 5755 | 12241 | 10809 | 21614 | 1719 | 1713 | 100 | 32916 | 60 |

I.—TABLE A.—The Public

| TOWNS. | School population between 5 and 16 years of age. | PUPILS ATTENDING | | | | | |
|--------------------------|--|------------------------------|---------------------------------------|------------------------------|--|-------|--------|
| | | Pupils under 5 years of age. | Pupils between 5 and 21 years of age. | Pupils over 21 years of age. | Total number of Pupils of all ages attending school. | Boys. | Girls. |
| 1 Almonte | 851 | | 880 | 20 | 900 | 452 | 448 |
| 2 Amherstburg | 637 | | 649 | | 649 | 352 | 297 |
| 3 Barrie | 1250 | | 1227 | | 1227 | 599 | 628 |
| 4 Berlin | 1253 | | 972 | | 972 | 522 | 450 |
| 5 Bothwell | 242 | | 202 | | 202 | 107 | 95 |
| 6 Bowmanville | 801 | | 797 | | 797 | 394 | 403 |
| 7 Brampton | 768 | | 737 | | 737 | 384 | 353 |
| 8 Brockville | 1693 | | 1662 | | 1662 | 839 | 823 |
| 9 Chatham | 2022 | | 2108 | | 2108 | 1072 | 1036 |
| 10 Clinton | 665 | | 646 | | 646 | 320 | 326 |
| 11 Cobourg | 1052 | | 999 | | 999 | 506 | 493 |
| 12 Collingwood | 1201 | | 1151 | | 1151 | 564 | 587 |
| 13 Cornwall | 1423 | | 1314 | | 1314 | 681 | 633 |
| 14 Dresden | 446 | | 472 | | 472 | 238 | 234 |
| 15 Dundas | 915 | 2 | 967 | | 969 | 514 | 455 |
| 16 Durham | 369 | | 315 | | 315 | 151 | 164 |
| 17 Galt | 1495 | | 1309 | | 1309 | 643 | 666 |
| 18 Goderich | 878 | | 1018 | | 1018 | 511 | 507 |
| 19 Harriston | 537 | | 537 | | 537 | 246 | 291 |
| 20 Ingersoll | 1018 | | 948 | | 948 | 493 | 455 |
| 21 Kincardine | 817 | 3 | 787 | | 790 | 380 | 410 |
| 22 Lindsay | 1246 | | 1377 | | 1377 | 641 | 736 |
| 23 Listowel | 650 | | 615 | | 615 | 313 | 302 |
| 24 London East | 1400 | | 1227 | | 1227 | 645 | 582 |
| 25 Meaford | 507 | | 508 | | 508 | 241 | 267 |
| 26 Milton | 403 | | 376 | | 376 | 202 | 174 |
| 27 Mitchell | 670 | | 571 | | 571 | 299 | 272 |
| 28 Mount Forest | 619 | | 597 | | 597 | 278 | 319 |
| 29 Napanee | 685 | 1 | 835 | | 836 | 431 | 405 |
| 30 Newmarket | 413 | | 434 | | 434 | 233 | 201 |
| 31 Niagara | 272 | | 265 | | 265 | 131 | 134 |
| 32 Niagara Falls | 586 | | 528 | | 528 | 258 | 270 |
| 33 Oakville | 326 | | 388 | | 388 | 199 | 189 |
| 34 Orangeville | 800 | | 746 | | 746 | 404 | 342 |
| 35 Orillia | 957 | | 936 | | 936 | 470 | 466 |
| 36 Oshawa | 981 | | 989 | | 989 | 490 | 499 |
| 37 Owen Sound | 1074 | | 1032 | | 1032 | 549 | 483 |
| 38 Palmerston | 475 | | 432 | | 432 | 212 | 220 |
| 39 Paris | 783 | | 849 | | 849 | 434 | 415 |
| 40 Pembroke | 844 | 3 | 851 | | 854 | 448 | 406 |
| 41 Penetanguishene | 264 | | 210 | | 210 | 94 | 116 |
| 42 Perth | 878 | | 670 | | 670 | 325 | 345 |
| 43 Peterboro' | 1935 | | 1961 | | 1961 | 998 | 963 |
| 44 Petrolea | 1156 | | 966 | | 966 | 475 | 491 |
| 45 Picton | 429 | | 607 | | 607 | 316 | 291 |
| 46 Port Arthur | 700 | | 578 | | 578 | 324 | 254 |
| 47 Port Hope | 1162 | | 1094 | | 1094 | 534 | 560 |
| 48 Prescott | 620 | | 593 | | 593 | 310 | 283 |
| 49 Rat Portage | 121 | 5 | 148 | | 153 | 79 | 74 |
| 50 Ridgetown | 405 | | 514 | 1 | 515 | 266 | 249 |
| 51 Sandwich | 271 | 1 | 277 | | 278 | 147 | 131 |
| 52 Sarnia | 1371 | 5 | 1245 | | 1250 | 621 | 629 |
| 53 Seaforth | 680 | | 637 | | 637 | 311 | 326 |
| 54 Simcoe | 520 | | 526 | | 526 | 289 | 237 |
| 55 Smiths Falls | 381 | | 511 | | 511 | 263 | 248 |
| 56 St. Marys | 1050 | | 956 | | 956 | 469 | 487 |
| 57 Stratford | 2295 | 3 | 1823 | | 1826 | 948 | 878 |
| 58 Strathroy | 903 | | 782 | | 782 | 405 | 377 |

Schools of Ontario.

THE PUBLIC SCHOOLS.

NUMBER OF PUPILS ATTENDING SCHOOL.

| Less than 20 days during the year. | | 20 to 50 days. | 51 to 100 days. | 101 to 150 days. | 151 to 200 days. | 201 days to the whole year. | Number of children between 7 and 13 years of age not attending any school for 110 days during the year. | Number of children between 7 and 13 years of age not attending any school during the year. | Average attendance of pupils. | Percentage of Average attendance to total number attending school. |
|------------------------------------|-----|----------------|-----------------|------------------|------------------|-----------------------------|---|--|-------------------------------|--|
| 1 | 47 | 162 | 341 | 202 | 113 | 35 | | | 389 | 43 |
| 2 | 27 | 89 | 131 | 173 | 223 | 6 | | | 341 | 53 |
| 3 | 2 | 206 | 264 | 218 | 534 | 3 | 329 | | 654 | 53 |
| 4 | 57 | 92 | 242 | 244 | 335 | 2 | 247 | | 525 | 54 |
| 5 | 18 | 39 | 46 | 38 | 52 | 9 | | | 134 | 66 |
| 6 | 30 | 93 | 180 | 160 | 334 | | | | 500 | 63 |
| 7 | 37 | 77 | 138 | 145 | 337 | 3 | 52 | | 467 | 63 |
| 8 | 97 | 172 | 326 | 337 | 730 | | 230 | | 966 | 58 |
| 9 | 130 | 350 | 494 | 450 | 680 | 4 | | | 1161 | 55 |
| 10 | 40 | 72 | 113 | 122 | 257 | 42 | 88 | | 392 | 61 |
| 11 | 58 | 107 | 293 | 213 | 317 | 11 | 35 | | 562 | 57 |
| 12 | 82 | 176 | 273 | 212 | 357 | 51 | 188 | | 655 | 57 |
| 13 | 124 | 222 | 356 | 275 | 337 | | 163 | | 620 | 47 |
| 14 | 35 | 64 | 111 | 117 | 131 | 14 | 103 | | 253 | 53 |
| 15 | 57 | 131 | 184 | 193 | 330 | 74 | 254 | | 514 | 53 |
| 16 | 28 | 36 | 72 | 77 | 102 | | 80 | | 166 | 53 |
| 17 | 61 | 133 | 274 | 252 | 526 | 63 | 235 | | 768 | 59 |
| 18 | 46 | 86 | 122 | 430 | 298 | 36 | 163 | | 600 | 59 |
| 19 | 62 | 60 | 144 | 125 | 142 | 4 | 71 | | 263 | 49 |
| 20 | 50 | 105 | 175 | 183 | 377 | 58 | 131 | | 565 | 60 |
| 21 | 46 | 76 | 179 | 208 | 249 | 32 | 116 | | 404 | 51 |
| 22 | 92 | 167 | 298 | 325 | 462 | 33 | | | 740 | 54 |
| 23 | 32 | 59 | 142 | 125 | 227 | 30 | 104 | | 361 | 59 |
| 24 | 98 | 181 | 261 | 234 | 333 | 120 | | | 638 | 52 |
| 25 | 16 | 67 | 114 | 135 | 153 | 23 | 108 | | 290 | 57 |
| 26 | 21 | 46 | 54 | 70 | 154 | 31 | 60 | 5 | 222 | 59 |
| 27 | 29 | 52 | 103 | 115 | 214 | 58 | 17 | | 364 | 64 |
| 28 | 44 | 86 | 89 | 130 | 224 | 24 | 149 | | 334 | 56 |
| 29 | 59 | 98 | 167 | 246 | 263 | 3 | | | 457 | 55 |
| 30 | 27 | 53 | 115 | 79 | 154 | 6 | | | 250 | 57 |
| 31 | 12 | 34 | 55 | 80 | 72 | 12 | | | 140 | 53 |
| 32 | 24 | 68 | 90 | 138 | 144 | 64 | | | 302 | 57 |
| 33 | 15 | 41 | 97 | 95 | 137 | 3 | 81 | | 210 | 55 |
| 34 | 74 | 95 | 173 | 222 | 180 | 2 | 210 | 54 | 363 | 49 |
| 35 | 56 | 117 | 191 | 171 | 348 | 53 | | | 551 | 59 |
| 36 | 25 | 114 | 176 | 196 | 395 | 83 | 204 | 86 | 616 | 62 |
| 37 | 100 | 147 | 210 | 204 | 318 | 53 | | | 589 | 57 |
| 38 | 24 | 104 | 59 | 87 | 124 | 34 | 61 | 43 | 222 | 51 |
| 39 | 37 | 98 | 202 | 182 | 290 | 40 | | | 472 | 56 |
| 40 | 57 | 104 | 219 | 210 | 229 | 35 | 33 | | 531 | 62 |
| 41 | 32 | 37 | 60 | 43 | 33 | 5 | 22 | 124 | 82 | 40 |
| 42 | 35 | 56 | 87 | 142 | 303 | 47 | 77 | | 434 | 65 |
| 43 | 138 | 280 | 420 | 426 | 686 | 11 | 227 | | 1113 | 57 |
| 44 | 48 | 90 | 230 | 219 | 379 | | 113 | 25 | 563 | 59 |
| 45 | 29 | 73 | 110 | 140 | 213 | 42 | 130 | | 365 | 60 |
| 46 | 88 | 114 | 187 | 99 | 77 | 13 | | | 201 | 35 |
| 47 | 39 | 105 | 204 | 249 | 494 | 3 | 169 | | 680 | 62 |
| 48 | 25 | 40 | 129 | 140 | 244 | 15 | 88 | 20 | 357 | 60 |
| 49 | 20 | 22 | 74 | 9 | 28 | | 42 | | 72 | 48 |
| 50 | 41 | 44 | 113 | 125 | 192 | | 171 | | 260 | 51 |
| 51 | 18 | 60 | 66 | 59 | 71 | 4 | 91 | | 148 | 53 |
| 52 | 60 | 182 | 242 | 261 | 496 | 9 | 216 | 9 | 630 | 50 |
| 53 | 29 | 73 | 108 | 108 | 299 | 20 | 130 | 13 | 389 | 61 |
| 54 | 37 | 51 | 77 | 122 | 236 | 3 | 181 | 3 | 289 | 55 |
| 55 | 44 | 73 | 125 | 139 | 130 | | 184 | | 225 | 44 |
| 56 | 53 | 135 | 268 | 250 | 235 | 15 | 267 | | 474 | 50 |
| 57 | 101 | 168 | 352 | 408 | 717 | 80 | | | 1199 | 66 |
| 58 | 30 | 75 | 141 | 195 | 323 | 18 | 109 | | 485 | 62 |

I.—TABLE A.—The Public

| TOWNS. | School population between 5 and 16 years of age. | PUPILS ATTENDING | | | | | |
|--|--|------------------------------|---------------------------------------|------------------------------|--|--------|--------|
| | | Pupils under 5 years of age. | Pupils between 5 and 21 years of age. | Pupils over 21 years of age. | Total number of Pupils of all ages attending School. | Boys. | Girls. |
| 59 Thorold..... | 623 | ..... | 665 | ..... | 665 | 322 | 343 |
| 60 Tilsonburg..... | 469 | ..... | 396 | ..... | 396 | 197 | 199 |
| 61 Trenton..... | 1013 | ..... | 958 | ..... | 958 | 480 | 478 |
| 62 Walkerton..... | 648 | ..... | 628 | ..... | 628 | 317 | 311 |
| 63 Waterloo..... | 632 | ..... | 507 | 1 | 508 | 268 | 240 |
| 64 Welland..... | 482 | 5 | 358 | ..... | 363 | 172 | 191 |
| 65 Whitby..... | 596 | ..... | 657 | ..... | 657 | 350 | 307 |
| 66 Windsor..... | 1792 | ..... | 1400 | ..... | 1400 | 648 | 752 |
| 67 Wingham..... | 543 | ..... | 602 | ..... | 602 | 281 | 321 |
| 68 Woodstock..... | 1143 | ..... | 1320 | ..... | 1320 | 665 | 655 |
| Total..... | 57106 | 28 | 54842 | 22 | 54892 | 27720 | 27172 |
| TOTALS. | | | | | | | |
| 1 Counties, etc..... | 355199 | 967 | 355608 | 406 | 356981 | 188989 | 167992 |
| 2 Cities..... | 58982 | 120 | 54924 | ..... | 55044 | 27823 | 27221 |
| 3 Towns..... | 57106 | 28 | 54842 | 22 | 54892 | 27720 | 27172 |
| 4 Grand Total, 1884..... | 471287 | 1115 | 465374 | 428 | 466917 | 244532 | 222385 |
| 5 " 1883..... | 478791 | 1165 | 462887 | 317 | 464369 | 243671 | 220698 |
| 6 Increase..... | ..... | ..... | 2487 | 111 | 2548 | 861 | 1687 |
| 7 Decrease..... | 7504 | 50 | ..... | ..... | ..... | ..... | ..... |
| 8 Percentage of grand total as compared with total attendance..... | ..... | $\frac{24}{100}$ | $99\frac{67}{100}$ | $\frac{0}{100}$ | ..... | 52 | 48 |

NOTE.—In calculating the average attendance, the

Tables A, B, C, D, E include the statistics of Roman Catholic

Schools of Ontario.

THE PUBLIC SCHOOLS.

| NUMBER OF PUPILS ATTENDING SCHOOL. | | | | | | Number of children between 7 and 13 years of age not attending any school for 110 days during the year. | Number of children between 7 and 13 years of age not attending any school during the year. | Average attendance of pupils. | Percentage of Average attendance to total number attending school. |
|------------------------------------|------------------|-----------------|------------------|------------------|-----------------------------|---|--|-------------------------------|--|
| Less than 20 days during the year. | 20 to 50 days. | 51 to 100 days. | 101 to 150 days. | 151 to 200 days. | 201 days to the whole year. | | | | |
| 59 49 | 94 | 146 | 182 | 184 | 10 | 75 | 10 | 369 | 56 |
| 60 26 | 54 | 91 | 92 | 106 | 27 | ..... | ..... | 232 | 59 |
| 61 115 | 134 | 231 | 220 | 238 | 20 | 205 | ..... | 470 | 49 |
| 62 48 | 87 | 139 | 138 | 205 | 11 | 150 | 38 | 319 | 51 |
| 63 36 | 46 | 90 | 115 | 207 | 14 | ..... | ..... | 308 | 61 |
| 64 31 | 87 | 106 | 67 | 66 | 6 | 193 | 30 | 233 | 65 |
| 65 36 | 60 | 147 | 144 | 247 | 23 | 187 | ..... | 397 | 60 |
| 66 82 | 119 | 433 | 419 | 347 | ..... | 274 | ..... | 891 | 64 |
| 67 41 | 82 | 123 | 112 | 189 | 55 | ..... | ..... | 317 | 53 |
| 68 78 | 146 | 227 | 297 | 572 | ..... | ..... | ..... | 763 | 58 |
| 3385 | 6866 | 11999 | 12338 | 18699 | 1605 | 6813 | 460 | 30816 | 56 |
| 1 34470 | 63503 | 90734 | 80850 | 72226 | 15198 | 82433 | 5670 | 158129 | 44 |
| 2 2906 | 5755 | 12241 | 10809 | 21614 | 1719 | 1713 | 100 | 32916 | 60 |
| 3 3385 | 6866 | 11999 | 12338 | 18699 | 1605 | 6813 | 460 | 30816 | 56 |
| 4 40761 | 76124 | 114974 | 103997 | 112539 | 18522 | 90959 | 6230 | 221861 | 48 |
| 5 41724 | 78628 | 115927 | 103443 | 108820 | 15827 | 88432 | 7266 | 215561 | 46 |
| 6 ..... | ..... | ..... | 554 | 3719 | 2695 | 2527 | ..... | 6300 | 2 |
| 7 963 | 2504 | 953 | ..... | ..... | ..... | ..... | 1036 | ..... | ..... |
| 8 8 $\frac{3}{4}$ | 16 $\frac{1}{4}$ | 25 | 22 | 24 | 4 | ..... | ..... | ..... | ..... |

divisor used is the *legal* number of teaching days.

Separate Schools which are, however, given separately in Table F.

II.—TABLE B.—The

NUMBER OF PUPILS IN THE

| COUNTIES. (Including Incorporated Villages but not Cities or Towns.) | READING. | | | | | | Spelling. | Writing. | Arithmetic. | Drawing. |
|---|------------|------------|------------|------------|------------|------------|-----------|----------|-------------|----------|
| | 1st Class. | 2nd Class. | 3rd Class. | 4th Class. | 5th Class. | 6th Class. | | | | |
| 1 Brant..... | 1110 | 1004 | 1162 | 750 | 184 | 33 | 4243 | 4243 | 4243 | 2546 |
| 2 Bruce..... | 5654 | 3950 | 3858 | 2067 | 136 | 26 | 14327 | 13867 | 14214 | 6329 |
| 3 Carleton..... | 2887 | 2092 | 2338 | 1689 | 248 | | 6872 | 7351 | 7153 | 1255 |
| 4 Dufferin..... | 1895 | 1427 | 1163 | 704 | 32 | 8 | 4093 | 4597 | 4629 | 2555 |
| 5 Dundas..... | 1785 | 1249 | 1277 | 748 | 51 | | 4394 | 4301 | 4706 | 1661 |
| 6 Durham..... | 2144 | 1571 | 1753 | 993 | 228 | 11 | 5940 | 5750 | 5993 | 1398 |
| 7 Elgin..... | 2217 | 1679 | 2010 | 1914 | 287 | 12 | 6719 | 6826 | 7159 | 3203 |
| 8 Essex..... | 4468 | 2229 | 1720 | 1075 | 182 | 1 | 8777 | 8804 | 9174 | 3803 |
| 9 Frontenac..... | 2490 | 1729 | 1584 | 837 | 41 | | 5756 | 5463 | 5601 | 3439 |
| 10 Glengarry..... | 1745 | 1196 | 1133 | 842 | 47 | | 4377 | 4401 | 4339 | 2748 |
| 11 Grenville..... | 1726 | 1154 | 1500 | 1265 | 63 | 2 | 4702 | 4806 | 4921 | 1131 |
| 12 Grey..... | 5802 | 3796 | 4411 | 2760 | 147 | 10 | 14314 | 14720 | 14820 | 7850 |
| 13 Haldimand..... | 1974 | 1507 | 1326 | 1011 | 170 | 4 | 5509 | 5294 | 5424 | 1278 |
| 14 Haliburton..... | 595 | 381 | 414 | 150 | | | 1277 | 1272 | 1334 | 172 |
| 15 Halton..... | 2105 | 1144 | 1070 | 508 | 8 | | 4817 | 4804 | 4811 | 4351 |
| 16 Hastings..... | 4454 | 2472 | 2177 | 841 | 188 | 8 | 8777 | 9179 | 9200 | 4175 |
| 17 Huron..... | 5107 | 3178 | 4431 | 2808 | 500 | 37 | 13879 | 14334 | 14337 | 9768 |
| 18 Kent..... | 3498 | 2489 | 2583 | 1712 | 189 | 8 | 9348 | 9191 | 9428 | 5279 |
| 19 Lambton..... | 4340 | 2746 | 2611 | 1721 | 249 | | 10523 | 10559 | 10909 | 7602 |
| 20 Lanark..... | 2149 | 1543 | 1667 | 851 | 87 | 2 | 6003 | 5756 | 5782 | 1986 |
| 21 Leeds..... | 1840 | 1461 | 1849 | 1393 | 67 | | 5210 | 5261 | 5343 | 1620 |
| 22 Lennox and Addington | 1739 | 1221 | 1724 | 880 | 42 | | 4508 | 4963 | 4807 | 2209 |
| 23 Lincoln..... | 1393 | 945 | 1243 | 890 | 50 | | 3910 | 3817 | 4069 | 2089 |
| 24 Middlesex..... | 4992 | 3654 | 3128 | 2455 | 480 | 37 | 13509 | 13942 | 14041 | 11880 |
| 25 Norfolk..... | 2424 | 1729 | 1811 | 1661 | 138 | 7 | 5864 | 6308 | 6424 | 2525 |
| 26 Northumberland..... | 2621 | 1951 | 2101 | 1325 | 123 | 10 | 7697 | 7789 | 7831 | 3033 |
| 27 Ontario..... | 3261 | 2240 | 2499 | 2007 | 141 | 3 | 8810 | 9326 | 8945 | 5503 |
| 28 Oxford..... | 2841 | 1962 | 2233 | 1594 | 225 | 17 | 7820 | 7762 | 8000 | 3304 |
| 29 Peel..... | 2284 | 1164 | 1271 | 802 | 37 | | 5055 | 5176 | 4960 | 5322 |
| 30 Perth..... | 2873 | 1837 | 2845 | 871 | 498 | 126 | 7805 | 7862 | 8270 | 3514 |
| 31 Peterborough..... | 2106 | 1434 | 1402 | 643 | 30 | | 4556 | 4957 | 4967 | 1845 |
| 32 Prescott and Russell..... | 4558 | 1869 | 1583 | 1199 | 132 | 18 | 5868 | 6821 | 7413 | 2407 |
| 33 Prince Edward..... | 1012 | 939 | 1000 | 997 | 105 | 1 | 3760 | 3888 | 3800 | 2680 |
| 34 Renfrew..... | 3193 | 2100 | 1844 | 1197 | 93 | 11 | 6735 | 7053 | 7190 | 2120 |
| 35 Simcoe..... | 5607 | 4037 | 3855 | 2357 | 71 | 4 | 13084 | 13422 | 13606 | 10670 |
| 36 Stormont..... | 1572 | 1136 | 1083 | 758 | 35 | | 4076 | 3925 | 3945 | 789 |
| 37 Victoria..... | 3191 | 2367 | 2367 | 1408 | 135 | | 8133 | 8230 | 7880 | 4051 |
| 38 Waterloo..... | 3044 | 1710 | 1957 | 953 | 286 | 49 | 6497 | 7566 | 7836 | 5415 |
| 39 Welland..... | 1510 | 1102 | 1427 | 1161 | 159 | | 4353 | 4620 | 4683 | 3731 |
| 40 Wellington..... | 4439 | 3080 | 3000 | 1587 | 299 | 59 | 11351 | 11601 | 11585 | 5243 |
| 41 Wentworth..... | 1770 | 1318 | 1721 | 1225 | 121 | 2 | 5594 | 5680 | 5724 | 2676 |
| 42 York..... | 4698 | 3029 | 3521 | 2517 | 223 | 14 | 12560 | 12644 | 11367 | 7116 |
| 43 Districts..... | 3994 | 1844 | 1830 | 536 | 18 | | 6202 | 5914 | 5894 | 2230 |
| Total..... | 124107 | 82665 | 87482 | 55662 | 6545 | 520 | 307604 | 314045 | 316757 | 164501 |
| CITIES. | | | | | | | | | | |
| 1 Belleville..... | 966 | 462 | 588 | 300 | 12 | | 2286 | 2328 | 2305 | 1923 |
| 2 Brantford..... | 816 | 403 | 710 | 390 | | | 2319 | 2291 | 2319 | 2221 |
| 3 Guelph..... | 774 | 297 | 718 | 408 | | | 1977 | 1694 | 1891 | 1101 |
| 4 Hamilton..... | 3492 | 1452 | 2263 | 1061 | 110 | 36 | 8267 | 8303 | 8285 | 8293 |
| 5 Kingston..... | 1361 | 602 | 893 | 563 | 249 | 82 | 3356 | 3649 | 3639 | 3091 |
| 6 London..... | 1696 | 933 | 1280 | 876 | | | 4503 | 3719 | 4682 | 3486 |
| 7 Ottawa..... | 2223 | 1101 | 1495 | 688 | 371 | 30 | 4998 | 4839 | 5081 | 2926 |
| 8 St. Catharines..... | 796 | 444 | 566 | 410 | 99 | | 2315 | 2315 | 2315 | 2126 |
| 9 St. Thomas..... | 1031 | 618 | 402 | 305 | | | 2356 | 2356 | 2356 | 2356 |
| 10 Toronto..... | 8658 | 4881 | 4144 | 2035 | 794 | 160 | 19568 | 19672 | 19672 | 18374 |
| Total..... | 21813 | 11193 | 13059 | 7036 | 1635 | 308 | 51945 | 51166 | 52545 | 45897 |

Public Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

| | Geography. | Music. | Grammar and Composition. | History. | Object Lessons. | Temperance and Hygiene. | Domestic Economy (for girls). | Drill (with calisthenics for girls). | Algebra. | Geometry and Mensuration. | Elementary Physics. | Agriculture. |
|----|------------|--------|--------------------------|----------|-----------------|-------------------------|-------------------------------|--------------------------------------|----------|---------------------------|---------------------|--------------|
| 1 | 4243 | 1082 | 2129 | 2113 | 1170 | 511 | 24 | 374 | 267 | 210 | 62 | 23 |
| 2 | 9314 | 3501 | 6533 | 2709 | 5378 | 1150 | 172 | 1941 | 213 | 208 | 47 | ..... |
| 3 | 3680 | 1277 | 3486 | 1436 | 1403 | 566 | 409 | 502 | 273 | 265 | 5 | 1 |
| 4 | 2774 | 1899 | 2269 | 1039 | 1758 | 193 | 51 | 967 | 54 | 93 | 1 | ..... |
| 5 | 2985 | 630 | 2380 | 794 | 1146 | 191 | ..... | 415 | 56 | 51 | 1 | ..... |
| 6 | 3920 | 292 | 2967 | 992 | 927 | 283 | 25 | 672 | 177 | 148 | 6 | 34 |
| 7 | 4877 | 1257 | 4322 | 1826 | 3310 | 276 | ..... | 1628 | 202 | 254 | 57 | ..... |
| 8 | 5491 | 1774 | 3921 | 1458 | 3949 | 1249 | 294 | 1262 | 95 | 95 | 16 | 58 |
| 9 | 3998 | 1144 | 2551 | 1070 | 1955 | 421 | 195 | 692 | 74 | 65 | 71 | ..... |
| 10 | 2884 | 621 | 2363 | 854 | 3074 | 351 | 193 | 255 | 39 | 31 | ..... | ..... |
| 11 | 2786 | 462 | 2323 | 1053 | 1287 | 333 | ..... | 305 | 91 | 79 | 11 | ..... |
| 12 | 9744 | 4357 | 7076 | 2499 | 5773 | 1589 | 57 | 1571 | 309 | 319 | 110 | 20 |
| 13 | 3826 | 1179 | 2647 | 1136 | 1207 | 59 | ..... | 1212 | 128 | 112 | 13 | ..... |
| 14 | 720 | 85 | 394 | 115 | 96 | 16 | ..... | ..... | 9 | 4 | ..... | ..... |
| 15 | 2544 | 2065 | 2191 | 990 | 3406 | 355 | ..... | 846 | 63 | 100 | 5 | ..... |
| 16 | 5776 | 2591 | 4619 | 1119 | 3623 | 592 | 85 | 2315 | 150 | 146 | 16 | ..... |
| 17 | 10358 | 6778 | 8309 | 5110 | 6789 | 5247 | 2 | 3863 | 517 | 716 | 98 | 6 |
| 18 | 5972 | 2696 | 4104 | 2198 | 3513 | 1323 | 101 | 1345 | 221 | 238 | 71 | 4 |
| 19 | 7127 | 3315 | 6324 | 2747 | 5443 | 1796 | 44 | 3076 | 265 | 265 | 72 | ..... |
| 20 | 3493 | 982 | 2827 | 1266 | 1758 | 148 | 24 | 432 | 76 | 78 | ..... | 44 |
| 21 | 3887 | 159 | 2984 | 1350 | 920 | 148 | 15 | 226 | 89 | 92 | 14 | 37 |
| 22 | 3069 | 414 | 2642 | 928 | 1095 | 467 | 2 | 237 | 79 | 64 | 49 | ..... |
| 23 | 2479 | 686 | 2135 | 966 | 922 | 777 | ..... | 454 | 50 | 45 | 4 | ..... |
| 24 | 8567 | 3543 | 8505 | 2725 | 6668 | 3507 | 172 | 3909 | 402 | 450 | 77 | 5 |
| 25 | 4323 | 837 | 2995 | 1102 | 465 | 443 | ..... | 718 | 129 | 166 | 31 | ..... |
| 26 | 6085 | 1073 | 4080 | 1944 | 3648 | 786 | 447 | 722 | 143 | 145 | 18 | ..... |
| 27 | 5373 | 2855 | 4276 | 2027 | 3244 | 1175 | 108 | 1361 | 190 | 290 | 52 | 51 |
| 28 | 5290 | 1595 | 4257 | 2058 | 3069 | 598 | ..... | 1187 | 286 | 246 | 72 | ..... |
| 29 | 3113 | 1202 | 2259 | 1399 | 2012 | 376 | ..... | ..... | 71 | 37 | 6 | ..... |
| 30 | 4887 | 2339 | 4466 | 2285 | 2212 | 867 | 81 | 1268 | 489 | 460 | 10 | ..... |
| 31 | 3902 | 567 | 2856 | 726 | 695 | 44 | ..... | 321 | 39 | 69 | 1 | 1 |
| 32 | 2730 | 1047 | 2927 | 1143 | 2746 | 279 | 5 | 1114 | 47 | 42 | 12 | 1 |
| 33 | 3035 | 783 | 2472 | 1093 | 1346 | 582 | 38 | 344 | 115 | 125 | 32 | ..... |
| 34 | 4700 | 774 | 3626 | 1289 | 1532 | 11 | 114 | 148 | 49 | 35 | 12 | ..... |
| 35 | 7389 | 5123 | 6868 | 2527 | 4621 | 1667 | 140 | 4203 | 164 | 195 | 48 | 35 |
| 36 | 2633 | 164 | 2030 | 710 | 854 | 146 | 50 | 132 | 59 | 45 | 8 | ..... |
| 37 | 5718 | 2974 | 3880 | 1750 | 1778 | 319 | 62 | 548 | 144 | 132 | 21 | 9 |
| 38 | 5342 | 4904 | 3509 | 1558 | 3381 | 1644 | 177 | 1481 | 177 | 331 | 69 | ..... |
| 39 | 3126 | 1880 | 2534 | 984 | 1964 | 762 | 60 | 1502 | 77 | 44 | 29 | 74 |
| 40 | 7396 | 3618 | 5530 | 3880 | 3053 | 954 | 121 | 1564 | 301 | 410 | 44 | ..... |
| 41 | 3734 | 1352 | 3242 | 1443 | 1400 | 572 | 15 | 1191 | 89 | 228 | 60 | 3 |
| 42 | 8120 | 4523 | 7083 | 3005 | 5304 | 1974 | 784 | 2927 | 325 | 315 | 64 | ..... |
| 43 | 3107 | 2002 | 2272 | 1175 | 2716 | 674 | 32 | 998 | 37 | 102 | 5 | ..... |
| | 204517 | 82401 | 161513 | 70585 | 112610 | 35421 | 4099 | 50228 | 6830 | 7445 | 1400 | 406 |
| 1 | 1383 | 241 | 1050 | 390 | 1389 | ..... | 120 | 1486 | 12 | 10 | ..... | ..... |
| 2 | 2246 | 2264 | 1067 | 555 | 1779 | 1555 | 57 | 1916 | 152 | 12 | 2 | ..... |
| 3 | 1430 | 1614 | 1216 | 407 | 1203 | 379 | 66 | 1282 | 39 | 3 | ..... | ..... |
| 4 | 5000 | 6403 | 4670 | 1360 | 5549 | 31 | 287 | 327 | 90 | 57 | ..... | ..... |
| 5 | 2742 | 2880 | 2334 | 1185 | 2227 | 820 | 1422 | 1613 | 278 | 277 | 113 | 83 |
| 6 | 3333 | 4785 | 2504 | 1088 | 2452 | 844 | 229 | 2558 | 302 | 356 | 40 | ..... |
| 7 | 3024 | 4097 | 2868 | 1600 | 2138 | 377 | 634 | 3538 | 324 | 454 | 24 | ..... |
| 8 | 2036 | 1853 | 2149 | 687 | 1945 | 771 | 219 | 534 | 53 | 53 | ..... | ..... |
| 9 | 2206 | 438 | 1302 | 305 | 1681 | ..... | ..... | 2356 | ..... | ..... | ..... | ..... |
| 10 | 18781 | 18781 | 13091 | 3990 | 16345 | 7767 | 4752 | 19275 | 1399 | 1582 | 38 | ..... |
| | 42181 | 43356 | 32251 | 11567 | 36708 | 12544 | 7786 | 34885 | 2649 | 2804 | 217 | 83 |

II.—TABLE B.—The

NUMBER OF PUPILS IN THE

| TOWNS. | READING. | | | | | | Spelling. | Writing. | Arithmetic. | Drawing. |
|--------------------------|------------|------------|------------|------------|------------|------------|-----------|----------|-------------|----------|
| | 1st Class. | 2nd Class. | 3rd Class. | 4th Class. | 5th Class. | 6th Class. | | | | |
| 1 Almonte | 290 | 319 | 161 | 130 | | | 865 | 865 | 865 | 110 |
| 2 Amherstburg | 329 | 112 | 95 | 55 | 58 | | 649 | 649 | 649 | 327 |
| 3 Barrie | 608 | 179 | 252 | 188 | | | 978 | 978 | 1144 | 762 |
| 4 Berlin | 470 | 179 | 178 | 145 | | | 891 | 910 | 910 | 891 |
| 5 Bothwell | 58 | 54 | 65 | 18 | 7 | | 141 | 177 | 177 | |
| 6 Bowmanville | 339 | 139 | 215 | 104 | | | 794 | 794 | 794 | 618 |
| 7 Brampton | 352 | 144 | 130 | 111 | | | 525 | 525 | 737 | 627 |
| 8 Brockville | 717 | 386 | 359 | 183 | 17 | | 1473 | 1233 | 1601 | 363 |
| 9 Chatham | 899 | 463 | 485 | 226 | 35 | | 1956 | 1975 | 1975 | 1921 |
| 10 Clinton | 211 | 170 | 173 | 92 | | | 646 | 646 | 646 | 646 |
| 11 Cobourg | 401 | 196 | 230 | 163 | 9 | | 999 | 884 | 876 | 863 |
| 12 Collingwood | 463 | 259 | 275 | 154 | | | 1151 | 1151 | 993 | 729 |
| 13 Cornwall | 682 | 311 | 278 | 43 | | | 1314 | 1314 | 1314 | 688 |
| 14 Dresden | 233 | 90 | 70 | 44 | 18 | 17 | 444 | 452 | 472 | 472 |
| 15 Dundas | 311 | 212 | 261 | 175 | 10 | | 967 | 967 | 940 | 305 |
| 16 Durham | 77 | 97 | 85 | 48 | 8 | | 270 | 315 | 315 | 262 |
| 17 Galt | 504 | 145 | 466 | 101 | 93 | | 1219 | 1140 | 1287 | 1113 |
| 18 Goderich | 335 | 237 | 264 | 182 | | | 1018 | 1018 | 1018 | 274 |
| 19 Harriston | 243 | 118 | 129 | 47 | | | 460 | 537 | 460 | 460 |
| 20 Ingersoll | 340 | 186 | 235 | 187 | | | 939 | 939 | 939 | 889 |
| 21 Kincardine | 311 | 173 | 192 | 114 | | | 790 | 790 | 790 | 609 |
| 22 Lindsay | 544 | 236 | 337 | 196 | 44 | 20 | 1377 | 1303 | 1303 | 1020 |
| 23 Listowel | 197 | 162 | 160 | 96 | | | 615 | 495 | 495 | 495 |
| 24 London East | 484 | 350 | 276 | 117 | | | 1227 | 1227 | 1227 | 1227 |
| 25 Meaford | 107 | 152 | 147 | 83 | 19 | | 361 | 361 | 361 | 142 |
| 26 Milton | 190 | 80 | 74 | 22 | 10 | | 376 | 376 | 376 | 376 |
| 27 Mitchell | 246 | 119 | 150 | 56 | | | 513 | 571 | 571 | 571 |
| 28 Mount Forest | 232 | 152 | 147 | 65 | 1 | | 597 | 597 | 597 | 597 |
| 29 Napanee | 242 | 265 | 180 | 149 | | | 711 | 836 | 761 | 458 |
| 30 Newmarket | 130 | 111 | 121 | 72 | | | 434 | 344 | 389 | 354 |
| 31 Niagara | 108 | 59 | 66 | 32 | | | 245 | 232 | 232 | 68 |
| 32 Niagara Falls | 212 | 98 | 114 | 104 | | | 528 | 528 | 528 | 528 |
| 33 Oakville | 216 | 80 | 55 | 37 | | | 380 | 380 | 388 | 330 |
| 34 Orangeville | 313 | 185 | 155 | 93 | | | 746 | 746 | 746 | 746 |
| 35 Orillia | 355 | 276 | 131 | 174 | | | 726 | 936 | 936 | 815 |
| 36 Oshawa | 416 | 211 | 254 | 108 | | | 828 | 942 | 939 | 942 |
| 37 Owen Sound | 341 | 242 | 250 | 199 | | | 963 | 872 | 963 | 400 |
| 38 Palmerston | 201 | 74 | 107 | 28 | 22 | | 432 | 432 | 432 | |
| 39 Paris | 297 | 189 | 226 | 137 | | | 849 | 849 | 849 | 188 |
| 40 Pembroke | 350 | 209 | 154 | 141 | | | 809 | 809 | 809 | 571 |
| 41 Penetanguishene | 150 | 31 | 10 | 13 | 5 | 1 | 185 | 210 | 210 | 19 |
| 42 Perth | 218 | 162 | 161 | 128 | 1 | | 584 | 584 | 650 | 422 |
| 43 Peterboro | 771 | 474 | 406 | 291 | 19 | | 1878 | 1810 | 1827 | 1347 |
| 44 Petrolea | 440 | 145 | 191 | 156 | 12 | 22 | 966 | 966 | 966 | 700 |
| 45 Picton | 200 | 158 | 140 | 108 | 1 | | 547 | 547 | 592 | 560 |
| 46 Port Arthur | 287 | 115 | 99 | 71 | 6 | | 574 | 533 | 574 | 466 |
| 47 Port Hope | 392 | 236 | 218 | 165 | 83 | | 1008 | 1008 | 1094 | 83 |
| 48 Prescott | 136 | 123 | 128 | 206 | | | 517 | 547 | 547 | 423 |
| 49 Rat Portage | 97 | 21 | 14 | 21 | | | 138 | 138 | 138 | |
| 50 Ridgetown | 177 | 155 | 90 | 93 | | | 515 | 515 | 515 | 515 |
| 51 Sandwich | 117 | 64 | 66 | 31 | | | 278 | 252 | 230 | 71 |
| 52 Sarnia | 442 | 314 | 281 | 213 | | | 947 | 1250 | 1230 | 821 |
| 53 Seaforth | 193 | 137 | 137 | 170 | | | 637 | 562 | 637 | 359 |
| 54 Simcoe | 214 | 120 | 92 | 100 | | | 526 | 526 | 526 | 73 |
| 55 Smiths Falls | 308 | 66 | 68 | 69 | | | 511 | 511 | 511 | 69 |
| 56 St Marys | 371 | 177 | 243 | 165 | | | 941 | 935 | 909 | 750 |
| 57 Stratford | 665 | 347 | 558 | 256 | | | 1826 | 1694 | 1826 | 1602 |
| 58 Strathroy | 299 | 205 | 130 | 148 | | | 782 | 782 | 782 | 782 |
| 59 Thorold | 225 | 122 | 177 | 141 | | | 575 | 559 | 596 | 523 |

Public Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

| | Geography. | Music. | Grammar and Composition. | History. | Object Lessons. | Temperance and Hygiene. | Domestic Economy (for girls). | Drill (with calisthenics for girls). | Algebra. | Geometry and Mensuration. | Elementary Physics. | Agriculture. |
|----|------------|--------|--------------------------|----------|-----------------|-------------------------|-------------------------------|--------------------------------------|----------|---------------------------|---------------------|--------------|
| 1 | 550 | | 564 | 243 | 359 | | | 169 | | | | |
| 2 | 310 | 556 | 266 | 167 | 51 | | 154 | 275 | 14 | 14 | | |
| 3 | 666 | 182 | 425 | 210 | 465 | | 43 | 43 | | | | |
| 4 | 502 | 246 | 323 | 209 | 698 | | 87 | | | | | |
| 5 | 103 | | 85 | 25 | | | | 177 | 7 | 7 | | |
| 6 | 356 | 373 | 304 | 70 | 429 | | | | | | | |
| 7 | 385 | 626 | 241 | 241 | 556 | 174 | | 240 | | | | |
| 8 | 892 | 406 | 559 | 220 | 469 | 40 | 199 | | | | | |
| 9 | 1770 | 1595 | 1926 | 733 | 1784 | 1132 | 772 | 1298 | 35 | 35 | | |
| 10 | 435 | | 265 | 92 | 596 | 120 | | 646 | | | | |
| 11 | 848 | 330 | 561 | 249 | 676 | 244 | 50 | 664 | 15 | 51 | | |
| 12 | 561 | 436 | 331 | 280 | | | | | | | | |
| 13 | 632 | 75 | 399 | 110 | 1124 | | | 67 | 33 | 74 | 53 | |
| 14 | 357 | 474 | 299 | 149 | 132 | 79 | | 347 | 35 | 35 | 35 | |
| 15 | 659 | 388 | 663 | 373 | 224 | | 62 | 240 | | | | |
| 16 | 270 | 262 | 162 | 66 | 249 | | | | 8 | 8 | | |
| 17 | 675 | 690 | 700 | 194 | 626 | 181 | | | 20 | 12 | | |
| 18 | 818 | 122 | 478 | 259 | 123 | | 68 | 122 | | | | |
| 19 | 324 | 465 | 294 | 72 | 465 | 70 | | 294 | | | | |
| 20 | 615 | 104 | 507 | 252 | 427 | 116 | | 844 | | | | |
| 21 | 479 | 464 | 306 | 114 | 459 | | | | | | | |
| 22 | 833 | 642 | 576 | 342 | 132 | | | 41 | 40 | 81 | 30 | |
| 23 | 418 | 615 | 256 | 96 | 359 | | | | | | | |
| 24 | 601 | 952 | 759 | 83 | 973 | | | | | | | |
| 25 | 284 | | 284 | 69 | 284 | | | | 19 | 19 | | |
| 26 | 260 | 331 | 260 | 45 | 376 | 45 | | 376 | 10 | 10 | | |
| 27 | 332 | 486 | 244 | 107 | 250 | | | | | | | |
| 28 | 292 | 458 | 597 | 132 | 597 | | | 597 | 1 | 1 | | |
| 29 | 438 | 238 | 359 | 149 | 238 | | | | | | | |
| 30 | 246 | 231 | 198 | 67 | 241 | | | 211 | | | | |
| 31 | 232 | | 157 | 32 | 108 | 68 | | 33 | | | | |
| 32 | 344 | 441 | 344 | 119 | 520 | 165 | | 399 | | | 76 | |
| 33 | 151 | | 92 | 86 | 355 | | | | | | | |
| 34 | 433 | 498 | 248 | 248 | 498 | | | 746 | | | | |
| 35 | 438 | 506 | 543 | 243 | 330 | | | | | | | |
| 36 | 775 | 857 | 501 | 252 | 274 | 52 | | 360 | | | | |
| 37 | 676 | | 449 | 317 | 763 | 949 | | | | | | |
| 38 | 231 | 282 | 231 | 157 | 275 | | | 275 | 22 | 22 | | |
| 39 | 569 | 121 | 439 | 235 | 557 | | 55 | 191 | | | | |
| 40 | 538 | 88 | 438 | 257 | 689 | 193 | | | | | | |
| 41 | 60 | 200 | 29 | 19 | 105 | | | | 6 | 6 | | |
| 42 | 452 | 122 | 290 | 206 | 219 | | | 526 | 1 | 1 | | |
| 43 | 1163 | 227 | 852 | 407 | 579 | 147 | 297 | 345 | 19 | 19 | 19 | |
| 44 | 566 | 700 | 400 | 400 | | | | 142 | 34 | 34 | | |
| 45 | 433 | 432 | 433 | 158 | 310 | 520 | | 520 | | | | |
| 46 | 286 | 122 | 275 | 88 | 366 | 82 | 41 | 41 | 6 | 6 | | |
| 47 | 702 | | 466 | 248 | | 80 | | | 83 | 83 | | |
| 48 | 422 | 41 | 382 | 169 | 327 | | | 382 | 20 | 20 | | |
| 49 | 46 | | 31 | 31 | 30 | | | | | | | |
| 50 | 261 | 448 | 245 | 95 | 388 | | | | | | | |
| 51 | 184 | 156 | 148 | 81 | 267 | | 71 | | | | | |
| 52 | 936 | 1012 | 546 | 410 | 834 | | | 1012 | 4 | 4 | | |
| 53 | 379 | 637 | 307 | 137 | 467 | | | 334 | | | | |
| 54 | 272 | | 192 | 73 | | | | | | | | |
| 55 | 306 | 40 | 190 | 125 | 269 | | | 141 | | | | |
| 56 | 587 | 862 | 408 | 356 | 838 | | | | | | | |
| 57 | 1510 | 1760 | 1179 | 437 | 1247 | 116 | 89 | 1257 | | | | |
| 58 | 782 | 782 | 278 | 148 | 782 | | | | | | | |
| 59 | 534 | 480 | 473 | 191 | 506 | | | 80 | | | | |

II.—TABLE B.—The

NUMBER OF PUPILS IN THE

| TOWNS. | READING. | | | | | | Spelling. | Writing. | Arithmetic. | Drawing. |
|---|------------|------------|------------|------------|------------|------------------|-----------|----------|-------------|----------|
| | 1st Class. | 2nd Class. | 3rd Class. | 4th Class. | 5th Class. | 6th Class. | | | | |
| 60 Tilsonburg | 182 | 106 | 32 | 70 | ..... | 6 | 396 | 396 | 396 | 396 |
| 61 Trenton | 439 | 256 | 178 | 85 | ..... | ..... | 842 | 842 | 842 | 222 |
| 62 Walkerton | 243 | 161 | 123 | 101 | ..... | ..... | 610 | 588 | 610 | 437 |
| 63 Waterloo | 174 | 112 | 101 | 121 | ..... | ..... | 508 | 508 | 508 | 508 |
| 64 Welland | 151 | 47 | 105 | 60 | ..... | ..... | 212 | 363 | 363 | 22 |
| 65 Whitby | 192 | 116 | 184 | 165 | ..... | ..... | 538 | 639 | 644 | 596 |
| 66 Windsor | 526 | 337 | 306 | 231 | ..... | ..... | 1246 | 1284 | 1325 | 1061 |
| 67 Wingham | 189 | 145 | 168 | 60 | 40 | ..... | 602 | 413 | 602 | 413 |
| 68 Woodstock | 650 | 288 | 224 | 158 | ..... | ..... | 1320 | 1320 | 1320 | 1320 |
| Total | 21802 | 12159 | 12332 | 8015 | 518 | 66 | 51443 | 51377 | 52774 | 37317 |
| TOTALS. | | | | | | | | | | |
| 1 Total Counties, etc. | 124107 | 82665 | 87482 | 55662 | 6545 | 520 | 307604 | 314045 | 316757 | 164501 |
| 2 " Cities | 21813 | 11193 | 13059 | 7036 | 1635 | 308 | 51945 | 51166 | 52545 | 45897 |
| 3 " Towns | 21802 | 12159 | 12332 | 8015 | 518 | 66 | 51443 | 51377 | 52774 | 37317 |
| 4 Grand Total, 1884 | 167722 | 106017 | 112873 | 70713 | 8698 | 894 | 410992 | 416588 | 422076 | 247715 |
| 5 " " 1883 | 164035 | 106482 | 113980 | 70104 | 8919 | 849 | 411872 | 409016 | 415786 | 222095 |
| 6 Increase | 3687 | ..... | ..... | 609 | ..... | 45 | ..... | 7572 | 6290 | 25620 |
| 7 Decrease ..... | ..... | 465 | 1107 | ..... | 221 | ..... | 880 | ..... | ..... | ..... |
| 8 Percentage of grand total as compared with total attendance | 36 | 23 | 24 | 15 | 2 | $\frac{10}{100}$ | 88 | 89 | 90 | 53 |

Public Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

| Geography. | Music. | Grammar and Com- position. | History. | Object Lessons. | Temperance and Hygiene. | Domestic Economy (for girls). | Drill (with calisthen- ics for girls). | Algebra. | Geometry and Men- suration. | Elementary Physics. | Agriculture. |
|------------|--------|-------------------------------|----------|-----------------|----------------------------|----------------------------------|---|----------|--------------------------------|---------------------|--------------|
| 60 396 | 159 | 396 | 76 | 237 | ..... | 191 | 205 | 44 | 44 | 6 | ..... |
| 61 494 | 76 | 320 | 126 | ..... | ..... | ..... | 673 | 3 | 3 | ..... | ..... |
| 62 385 | 404 | 224 | 101 | 437 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 63 273 | 508 | 222 | 121 | 350 | ..... | ..... | 318 | 60 | ..... | ..... | ..... |
| 64 110 | 60 | 110 | 25 | 198 | ..... | ..... | 119 | ..... | ..... | ..... | ..... |
| 65 453 | 253 | 453 | 164 | 411 | 353 | ..... | 515 | ..... | ..... | ..... | ..... |
| 66 1166 | 180 | 670 | 269 | 988 | 104 | 120 | 100 | 6 | 6 | ..... | ..... |
| 67 268 | 502 | 268 | 195 | 462 | ..... | ..... | 49 | 40 | 40 | 12 | ..... |
| 68 528 | ..... | 382 | 382 | 680 | ..... | ..... | 1320 | ..... | ..... | ..... | ..... |
| 34255 | 24753 | 26802 | 12602 | 30028 | 5031 | 2299 | 16734 | 585 | 635 | 231 | ..... |
| 1 204517 | 82401 | 161513 | 70585 | 112610 | 35421 | 4099 | 50228 | 6830 | 7445 | 1400 | 406 |
| 2 42181 | 43356 | 32251 | 11567 | 36708 | 12544 | 7786 | 34885 | 2649 | 2804 | 217 | 83 |
| 3 34255 | 24753 | 26802 | 12602 | 30028 | 5031 | 2299 | 16734 | 585 | 635 | 231 | ..... |
| 4 280953 | 150510 | 220566 | 94754 | 179346 | 52996 | 14184 | 101847 | 10064 | 10884 | 1848 | 489 |
| 5 273397 | 147283 | 208949 | 95986 | 165702 | 56351 | 12895 | 100531 | 9860 | 11487 | 877 | 650 |
| 6 7556 | 3227 | 11617 | ..... | 13644 | ..... | 1289 | 1316 | 204 | ..... | 971 | ..... |
| 7 7556 | 3227 | 11617 | 1232 | ..... | 3355 | ..... | ..... | ..... | 603 | ..... | 161 |
| 8 60 | 32 | 47 | 20 | 38 | 11 | 3 | 21 | 2 | 2 | 40 100 | 11 100 |

III.—TABLE C.—The Public

PUBLIC SCHOOL

| TOTAL. | TOTAL. | | | ANNUAL | | |
|--------------------------|-------------------------|-------|---------|----------------------|-----------------------------------|-----------------------------------|
| | Public School Teachers. | Male. | Female. | Highest Salary paid. | Lowest Salary paid Male Teachers. | Average salary of Male Teachers.* |
| | | | | \$ | \$ | \$ |
| 1 Counties, etc..... | 5606 | 2512 | 3094 | 900 | 120 | 404 |
| 2 Cities | 755 | 127 | 628 | 1200 | 400 | 791 |
| 3 Towns | 724 | 150 | 574 | 1000 | 350 | 612 |
| 4 Grand Total, 1884..... | 7085 | 2789 | 4296 | 1200 | 120 | 426 |
| 5 do 1883..... | 6911 | 2829 | 4082 | 1200 | 120 | 422 |
| 6 Increase | 174 | ..... | 214 | ..... | ..... | 4 |
| 7 Decrease ..... | ..... | 40 | ..... | ..... | ..... | ..... |

* In calculating the average salaries such R. C. Separate School

Schools of Ontario.

TEACHERS.

| SALARIES. | | CERTIFICATES. | | | | | | | |
|-------------------------------------|--|-------------------------------|-----------------------|-----------------------|----------------------------|----------------------------|------------|-------------------------|---------------------|
| Average salary of Female Teachers.* | No. of Teachers who have attended Normal School. | Total number of Certificates. | Provincial 1st Class. | Provincial 2nd Class. | 1st Class Co. Board (old). | 2nd Class Co. Board (old). | 3rd Class. | Temporary Certificates. | Other Certificates. |
| \$ | | | | | | | | | |
| 1 264 | 1296 | 5606 | 98 | 1530 | 114 | 106 | 3133 | 586 | 39 |
| 2 364 | 402 | 755 | 87 | 378 | 22 | 4 | 88 | 7 | 169 |
| 3 283 | 243 | 724 | 50 | 329 | 32 | 8 | 199 | 30 | 76 |
| 4 279 | 1941 | 7085 | 235 | 2237 | 168 | 118 | 3420 | 623 | 284 |
| 5 271 | 1853 | 6911 | 211 | 2167 | 183 | 71 | 3426 | 603 | 250 |
| 6 8 | 88 | 174 | 24 | 70 | ..... | 47 | ..... | 20 | 34 |
| 7 ..... | ..... | ..... | ..... | ..... | 15 | ..... | 6 | ..... | ..... |

Teachers as are members of religious orders are omitted.

IV.—TABLE D.—The Public

| TOTALS. | TOTAL. | SCHOOL HOUSES. | | | | | TITLE. | | SCHOOL | |
|----------------------------|-------------------------|----------------|--------|--------|-------|--------|-----------|---------|-------------|-----------|
| | Number of Schools Open. | Brick. | Stone. | Frame. | Log. | Total. | Freehold. | Rented. | Inspectors. | Trustees. |
| 1 Total Counties, etc..... | 4956 | 1627 | 456 | 2271 | 630 | 4984 | 4854 | 130 | 9682 | 13018 |
| 2 " Cities..... | 157 | 118 | 28 | 11 | ..... | 157 | 152 | 5 | 1939 | 1994 |
| 3 " Towns | 203 | 134 | 27 | 41 | 1 | 203 | 197 | 6 | 1417 | 1644 |
| 4 Grand Total, 1884 | 5316 | 1879 | 511 | 2323 | 631 | 5344 | 5203 | 141 | 13038 | 16656 |
| 5 " 1883..... | 5252 | 1820 | 504 | 2343 | 617 | 5284 | 5154 | 130 | 12381 | 17283 |
| 6 Increase | 64 | 59 | 7 | ..... | 14 | 60 | 49 | 11 | 657 | ..... |
| 7 Decrease ..... | ..... | ..... | ..... | 20 | ..... | ..... | ..... | ..... | ..... | 627 |

Schools of Ontario.

| VISITS. | | EXAMINATIONS, PRIZES. | | LECTURES. | | | PRAYERS. | | | | MAPS. | | AVER'GE DAYS OPEN. |
|----------------|--------|--------------------------|---|-------------|----------------|--------|---|--|---|--|-------------------------------|-----------------------|--|
| Other Persons. | Total. | Number of Examinations. | Number of Schools Distri- buting Prizes. | Inspectors. | Other Persons. | Total. | Number of Schools in which Scriptures only are read. | Number of Schools in which Prayers only are read. | Number of Schools in which both Scripture and Prayers are read. | Number of Schools in which Scripture and prayers are read by both teachers and pupils. | Number of Schools using maps. | Total number of Maps. | Average number of legal teaching days open. |
| 1 40208 | 62908 | 6127 | 1366 | 311 | 131 | 442 | 247 | 1807 | 2584 | 758 | 4804 | 35840 | 208 |
| 2 2795 | 6728 | 216 | 124 | 1 | 8 | 9 | ..... | 34 | 136 | 100 | 157 | 1775 | 204 |
| 3 3483 | 6544 | 275 | 45 | 29 | 17 | 46 | 7 | 73 | 162 | 74 | 202 | 2407 | 207 |
| 4 46486 | 76180 | 6618 | 1535 | 341 | 156 | 497 | 254 | 1914 | 2882 | 932 | 5163 | 40022 | 208 |
| 5 47581 | 77245 | 6997 | 1406 | 340 | 160 | 500 | 334 | 1864 | 2772 | 906 | 5119 | 39812 | 207 |
| 6 ..... | ..... | ..... | 129 | 1 | ..... | ..... | ..... | 50 | 110 | 26 | 44 | 210 | 1 |
| 7 1095 | 1065 | 379 | ..... | ..... | 4 | 3 | 80 | ..... | ..... | ..... | ..... | ..... | ..... |

V.—TABLE E.—The Public

| COUNTIES. (Including Incorporated Villages, but not Cities or Towns.) | RECEIPTS. | | | | | | |
|---|---|-------------------------------|-----------|--|--|--|-------|
| | For Teachers' Salaries. (Legislative Grant.) | | | Municipal School Grants and As- sessments. | Clergy Reserves Fund Balances and other Sources. | Total Receipts for all Public School Pur- poses. | |
| | Public Schools | R. C. Separate Schools. | Total. | | | | |
| | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. |
| 1 Brant | 2249 00 | | 2249 00 | 24439 98 | 11166 17 | 37855 15 | |
| 2 Bruce | 6979 25 | 125 50 | 7104 75 | 75137 55 | 17930 70 | 100173 00 | |
| 3 Carleton | 3994 00 | 347 50 | 4341 50 | 48096 72 | 10911 92 | 63350 14 | |
| 4 Dufferin | 2876 00 | | 2876 00 | 25844 12 | 9448 95 | 38169 07 | |
| 5 Dundas | 2670 00 | | 2670 00 | 25947 97 | 4156 67 | 32774 64 | |
| 6 Durham | 3333 00 | | 3333 00 | 43530 28 | 9259 44 | 56162 72 | |
| 7 Elgin | 4170 00 | | 4170 00 | 46661 12 | 10175 45 | 61006 57 | |
| 8 Essex | 4586 00 | 162 50 | 4748 50 | 58770 89 | 12692 98 | 76212 37 | |
| 9 Frontenac | 3223 00 | 93 50 | 3316 50 | 33435 73 | 9064 20 | 45816 43 | |
| 10 Glengarry | 2445 00 | 273 50 | 2718 50 | 20301 10 | 4249 94 | 27269 54 | |
| 11 Grenville | 2100 50 | 20 00 | 2420 50 | 26304 67 | 6851 31 | 35576 48 | |
| 12 Grey | 7543 25 | 243 00 | 7786 25 | 78126 14 | 14455 97 | 100368 36 | |
| 13 Haldimand | 3061 00 | | 3061 00 | 35332 84 | 15593 04 | 53986 88 | |
| 14 Haliburton | 1552 10 | | 1552 10 | 7663 85 | 2635 70 | 11851 65 | |
| 15 Halton | 3214 00 | | 3214 00 | 26980 55 | 7548 78 | 37743 33 | |
| 16 Hastings | 5869 50 | | 5869 50 | 58627 32 | 13690 16 | 78186 98 | |
| 17 Huron | 7500 00 | 88 00 | 7588 00 | 84903 99 | 15439 09 | 107931 08 | |
| 18 Kent | 4775 00 | 224 00 | 4999 00 | 67455 77 | 26984 98 | 99439 75 | |
| 19 Lambton | 5270 00 | 65 00 | 5335 00 | 73217 00 | 20680 12 | 98632 12 | |
| 20 Lanark | 3870 75 | | 3870 75 | 35573 84 | 8081 49 | 47526 08 | |
| 21 Leeds | 3923 20 | 5 00 | 3928 20 | 35586 15 | 12039 88 | 51354 23 | |
| 22 Lennox and Addington | 3122 25 | 38 50 | 3160 75 | 29667 69 | 9496 67 | 42325 11 | |
| 23 Lincoln | 2624 00 | 101 50 | 2725 50 | 29900 66 | 11632 96 | 44259 12 | |
| 24 Middlesex | 8055 00 | 127 00 | 8182 00 | 95148 30 | 24417 35 | 127747 65 | |
| 25 Norfolk | 3620 00 | 24 00 | 3644 00 | 43196 10 | 19377 86 | 66217 96 | |
| 26 Northumberland | 4237 00 | 96 00 | 4333 00 | 46380 20 | 14868 35 | 65581 55 | |
| 27 Ontario | 5889 00 | | 5889 00 | 58044 02 | 13066 59 | 76999 61 | |
| 28 Oxford | 4460 00 | | 4460 00 | 52764 05 | 19067 72 | 76291 79 | |
| 29 Peel | 2780 00 | 23 50 | 2803 50 | 32640 63 | 10594 72 | 46038 91 | |
| 30 Perth | 4501 00 | 80 50 | 4581 50 | 52996 27 | 15362 15 | 72940 72 | |
| 31 Peterborough | 3168 40 | 46 00 | 3214 40 | 36130 38 | 7311 18 | 46655 96 | |
| 32 Prescott and Russell | 4198 00 | 413 00 | 4611 00 | 38873 58 | 8538 37 | 52022 95 | |
| 33 Prince Edward | 2195 00 | | 2195 00 | 25972 58 | 89 14 | 37123 72 | |
| 34 Renfrew | 6596 00 | 299 00 | 6895 00 | 38147 67 | 8752 90 | 53795 57 | |
| 35 Simcoe | 7937 50 | 53 50 | 7991 00 | 79371 91 | 22680 77 | 110043 68 | |
| 36 Stormont | 2071 00 | 89 50 | 2160 50 | 19541 07 | 2254 00 | 23955 57 | |
| 37 Victoria | 6089 25 | | 6089 25 | 52242 80 | 11970 83 | 70302 88 | |
| 38 Waterloo | 3808 00 | 182 50 | 3990 50 | 48835 12 | 34573 38 | 87399 00 | |
| 39 Welland | 3153 00 | 60 50 | 3213 50 | 20077 41 | 19641 66 | 52931 97 | |
| 40 Wellington | 5714 50 | 216 00 | 5930 50 | 69037 10 | 21579 02 | 96546 62 | |
| 41 Wentworth | 3492 00 | 17 00 | 3509 00 | 33215 45 | 19045 56 | 55770 61 | |
| 42 York | 7552 00 | 105 00 | 7657 00 | 84975 60 | 25982 06 | 118614 66 | |
| 43 Districts | 12101 00 | | 12101 00 | 41775 52 | 15517 65 | 69394 17 | |
| Total | 192868 45 | 3620 50 | 196488 95 | 1970671 75 | 587185 05 | 2754345 75 | |
| CITIES. | | | | | | | |
| 1 Belleville | 1041 00 | 268 50 | 1309 50 | 14727 12 | 3624 95 | 19661 57 | |
| 2 Brantford | 1343 00 | 170 00 | 1513 00 | 14453 48 | 2984 25 | 18950 73 | |
| 3 Guelph | 1186 00 | 232 50 | 1418 50 | 15181 74 | 1743 61 | 18343 85 | |
| 4 Hamilton | 4557 00 | 863 50 | 5420 50 | 56355 79 | 8167 73 | 69944 02 | |
| 5 Kingston | 1676 00 | 581 00 | 2257 00 | 18979 75 | 2637 03 | 23873 78 | |
| 6 London | 2518 00 | 456 00 | 2974 00 | 33815 61 | 15959 38 | 52748 99 | |
| 7 Ottawa | 1710 00 | 2064 50 | 3774 50 | 46251 30 | 12670 10 | 62695 90 | |
| 8 St. Catharines | 1068 00 | 408 00 | 1416 00 | 14244 83 | 6309 50 | 21970 33 | |
| 9 St. Thomas | 1419 00 | 139 50 | 1558 50 | 10668 46 | 3430 44 | 15657 40 | |
| 10 Toronto | 10578 00 | 2076 00 | 12654 00 | 183926 53 | 25109 87 | 221690 40 | |
| Total | 27036 00 | 7259 50 | 34295 50 | 408604 61 | 82636 86 | 525536 97 | |

Schools of Ontario.

EXPENDITURE.

| | For Teachers' Salaries. | | For Maps, Apparatus, Prizes and Libraries. | | For Sites and Building School-houses. | | For Rents and Repairs, Fuel and other expenses. | | Total Expenditure for all Public School Purposes. | | Balances. | Average Cost per Pupil. | | |
|------------|-------------------------|----|--|----|---------------------------------------|----|---|----|---|----|-----------|-------------------------|-----------------------|-------|
| | | | | | | | | | | | | On Total Attendance | On Average Attendance | |
| | \$ | c. | \$ | c. | \$ | c. | \$ | c. | \$ | c. | \$ | c. | \$ | c. |
| 1 | 25450 | 58 | 193 | 74 | 231 | 11 | 6284 | 60 | 32160 | 03 | 5695 | 12 | 7 58 | 14 89 |
| 2 | 70600 | 51 | 172 | 67 | 4906 | 47 | 13829 | 61 | 89509 | 26 | 10663 | 74 | 5 70 | 12 58 |
| 3 | 41183 | 83 | 512 | 04 | 4052 | 01 | 19291 | 39 | 56039 | 27 | 7310 | 87 | 6 05 | 11 42 |
| 4 | 21599 | 11 | 244 | 30 | 7603 | 97 | 5081 | 97 | 34466 | 35 | 3702 | 72 | 6 59 | 17 84 |
| 5 | 22602 | 21 | 43 | 35 | 2371 | 22 | 4068 | 42 | 29085 | 20 | 3689 | 44 | 5 69 | 12 82 |
| 6 | 38998 | 05 | 435 | 30 | 3895 | 00 | 7653 | 52 | 50981 | 87 | 5180 | 85 | 7 60 | 17 89 |
| 7 | 41417 | 75 | 171 | 07 | 1447 | 50 | 8814 | 18 | 51850 | 50 | 9156 | 07 | 6 38 | 13 97 |
| 8 | 44184 | 94 | 661 | 09 | 10076 | 84 | 11672 | 64 | 66595 | 51 | 9616 | 86 | 6 88 | 15 27 |
| 9 | 30605 | 73 | 90 | 98 | 2192 | 88 | 6600 | 21 | 39489 | 80 | 6326 | 63 | 5 91 | 16 88 |
| 10 | 18318 | 79 | 60 | 60 | 1658 | 95 | 4128 | 40 | 24196 | 74 | 3072 | 80 | 4 87 | 11 77 |
| 11 | 27101 | 78 | 61 | 14 | 178 | 38 | 4879 | 37 | 32220 | 67 | 3355 | 81 | 5 64 | 12 92 |
| 12 | 73155 | 89 | 747 | 65 | 3168 | 62 | 12152 | 12 | 89224 | 28 | 11144 | 08 | 5 27 | 13 59 |
| 13 | 31963 | 45 | 85 | 86 | 6705 | 07 | 6393 | 35 | 45147 | 73 | 8839 | 15 | 7 53 | 15 77 |
| 14 | 8305 | 02 | 34 | 25 | 979 | 42 | 1392 | 34 | 10711 | 03 | 1140 | 62 | 6 35 | 20 64 |
| 15 | 27282 | 82 | 194 | 11 | 673 | 73 | 5148 | 79 | 33299 | 45 | 4443 | 88 | 6 89 | 14 86 |
| 16 | 40753 | 06 | 353 | 48 | 7248 | 62 | 10414 | 13 | 67769 | 29 | 10417 | 69 | 6 68 | 16 03 |
| 17 | 80929 | 23 | 193 | 74 | 2082 | 51 | 14110 | 48 | 97315 | 96 | 10615 | 12 | 6 06 | 13 12 |
| 18 | 51076 | 77 | 301 | 55 | 16802 | 62 | 12503 | 65 | 80684 | 59 | 18755 | 16 | 7 70 | 17 78 |
| 19 | 62508 | 12 | 392 | 33 | 7071 | 07 | 15719 | 49 | 85691 | 01 | 12941 | 11 | 7 35 | 15 21 |
| 20 | 32561 | 39 | 141 | 99 | 1315 | 21 | 8339 | 99 | 42358 | 58 | 5167 | 50 | 6 62 | 13 65 |
| 21 | 33164 | 91 | 28 | 90 | 3623 | 33 | 7584 | 22 | 44101 | 36 | 6952 | 87 | 6 72 | 14 86 |
| 22 | 28490 | 81 | 128 | 85 | 2314 | 07 | 7110 | 06 | 38043 | 79 | 4281 | 32 | 6 78 | 17 25 |
| 23 | 27383 | 53 | 184 | 70 | 968 | 59 | 5616 | 48 | 34153 | 30 | 10105 | 82 | 7 55 | 15 90 |
| 24 | 85103 | 05 | 667 | 35 | 5678 | 87 | 19070 | 51 | 110519 | 78 | 17227 | 87 | 7 49 | 15 16 |
| 25 | 37756 | 68 | 425 | 16 | 3688 | 25 | 9047 | 26 | 50917 | 35 | 15303 | 61 | 6 55 | 15 20 |
| 26 | 41653 | 64 | 816 | 42 | 4619 | 63 | 9588 | 59 | 56678 | 28 | 8903 | 27 | 6 97 | 15 41 |
| 27 | 51058 | 04 | 388 | 86 | 3834 | 41 | 13125 | 76 | 63407 | 07 | 8592 | 54 | 6 74 | 13 18 |
| 28 | 49423 | 05 | 521 | 95 | 2623 | 06 | 8872 | 40 | 61440 | 46 | 14851 | 33 | 6 93 | 14 22 |
| 29 | 30252 | 72 | 171 | 22 | 1954 | 03 | 6940 | 72 | 39318 | 69 | 6720 | 22 | 7 07 | 16 50 |
| 30 | 47934 | 07 | 141 | 99 | 5962 | 68 | 9607 | 85 | 63646 | 59 | 9294 | 13 | 7 03 | 14 64 |
| 31 | 27869 | 91 | 351 | 43 | 8158 | 45 | 5722 | 57 | 42102 | 36 | 4553 | 60 | 7 49 | 19 21 |
| 32 | 34397 | 41 | 198 | 93 | 6383 | 64 | 5969 | 92 | 46949 | 90 | 5073 | 05 | 5 02 | 11 65 |
| 33 | 27284 | 38 | 24 | 75 | 1865 | 43 | 4297 | 92 | 33472 | 48 | 3651 | 24 | 8 25 | 17 91 |
| 34 | 34785 | 45 | 226 | 60 | 4123 | 29 | 6608 | 13 | 45743 | 47 | 8052 | 10 | 5 42 | 13 24 |
| 35 | 74850 | 85 | 724 | 28 | 9207 | 10 | 16073 | 32 | 100355 | 55 | 9638 | 13 | 6 42 | 15 34 |
| 36 | 18379 | 62 | 71 | 13 | 681 | 71 | 2767 | 43 | 21899 | 89 | 2055 | 68 | 4 78 | 10 76 |
| 37 | 48633 | 12 | 325 | 79 | 6929 | 03 | 9712 | 67 | 65600 | 61 | 4702 | 27 | 6 92 | 17 32 |
| 38 | 45961 | 04 | 307 | 41 | 14981 | 59 | 10711 | 85 | 71961 | 89 | 15437 | 11 | 8 99 | 17 76 |
| 39 | 29574 | 60 | 52 | 35 | 595 | 31 | 7658 | 37 | 37880 | 63 | 15051 | 34 | 7 06 | 15 86 |
| 40 | 61373 | 23 | 214 | 48 | 9946 | 92 | 13243 | 79 | 48778 | 42 | 11768 | 20 | 6 80 | 14 65 |
| 41 | 53393 | 29 | 233 | 21 | 6028 | 14 | 8653 | 84 | 48308 | 48 | 7461 | 53 | 7 84 | 17 28 |
| 42 | 72784 | 44 | 751 | 47 | 14125 | 31 | 16397 | 22 | 104058 | 44 | 14556 | 22 | 7 43 | 16 41 |
| 43 | 35793 | 70 | 586 | 34 | 10806 | 48 | 10047 | 17 | 57233 | 69 | 12160 | 48 | 7 93 | 22 48 |
| 1776430 57 | | | 12634 81 | | 213760 52 | | 383843 70 | | 2386669 60 | | 367676 15 | | 6 69 | 15 09 |
| 1 | 10050 | 29 | ..... |  | 1650 | 00 | 6762 | 26 | 18462 | 55 | 1199 | 02 | 7 93 | 14 43 |
| 2 | 10273 | 41 | 1606 | 79 | 2293 | 38 | 4578 | 36 | 18751 | 94 | 198 | 79 | 8 09 | 12 96 |
| 3 | 10341 | 20 | 238 | 94 | 2443 | 43 | 4787 | 18 | 17810 | 75 | 533 | 10 | 8 11 | 14 34 |
| 4 | 39183 | 08 | 690 | 52 | 3543 | 31 | 24481 | 21 | 67898 | 12 | 2045 | 90 | 8 07 | 13 84 |
| 5 | 13153 | 77 | 307 | 02 | 455 | 70 | 8036 | 23 | 21952 | 72 | 1921 | 66 | 5 85 | 10 46 |
| 6 | 20721 | 73 | 11 | 00 | 5766 | 09 | 13631 | 11 | 40129 | 93 | 12619 | 06 | 8 39 | 14 87 |
| 7 | 25557 | 32 | 342 | 05 | 11789 | 41 | 19098 | 12 | 56786 | 90 | 5909 | 00 | 9 61 | 16 68 |
| 8 | 12005 | 15 | 25 | 43 | 4674 | 67 | 4322 | 43 | 21027 | 68 | 942 | 65 | 9 08 | 17 01 |
| 9 | 9103 | 38 | 18 | 00 | 972 | 71 | 2777 | 56 | 12871 | 65 | 2785 | 75 | 5 46 | 9 95 |
| 10 | 123217 | 00 | 489 | 66 | 40243 | 18 | 55234 | 58 | 219184 | 42 | 2505 | 98 | 10 60 | 16 47 |
| 273606 33 | | | 3729 41 | | 73831 88 | | 143709 04 | | 494876 66 | | 30660 31 | | 8 99 | 15 03 |

V.—TABLE E.—The Public

| TOWNS. | RECEIPTS. | | | | | |
|--------------------------|---|-------------------------------|---------|--|--|--|
| | For Teachers' Salaries. (Legislative Grant.) | | | Municipal School Grants and As- sessments. | Clergy Reserves Fund Balances and other Sources. | Total Receipts for all Public School Pur- poses. |
| | Public Schools. | R. C. Separate Schools. | Total. | | | |
| | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. |
| 1 Almonte | 579 00 | 97 00 | 676 00 | 5019 70 | 1736 66 | 7432 36 |
| 2 Amherstburg | 176 00 | 187 50 | 363 50 | 3628 00 | 2421 61 | 6413 11 |
| 3 Barrie | 662 00 | 117 50 | 779 50 | 5340 23 | 229 47 | 6349 20 |
| 4 Berlin | 643 00 | 100 50 | 743 50 | 6070 15 | 2079 27 | 8892 92 |
| 5 Bothwell | 126 00 | 126 00 | 126 00 | 1806 00 | 1873 73 | 3805 73 |
| 6 Bowmanville | 503 00 | 503 00 | 503 00 | 3782 00 | 216 08 | 4501 08 |
| 7 Brampton | 570 00 | 570 00 | 570 00 | 3375 00 | 636 81 | 4581 81 |
| 8 Brockville | 843 00 | 274 50 | 1117 50 | 7635 00 | 7523 46 | 16275 96 |
| 9 Chatham | 1104 00 | 164 00 | 1268 00 | 13811 45 | 11813 80 | 26893 25 |
| 10 Clinton | 500 00 | 500 00 | 500 00 | 3200 00 | 229 64 | 3929 64 |
| 11 Cobourg | 739 00 | 138 50 | 877 50 | 4756 00 | 1710 02 | 7343 52 |
| 12 Collingwood | 710 00 | 710 00 | 710 00 | 5102 27 | 11017 23 | 16829 50 |
| 13 Cornwall | 454 00 | 258 50 | 712 50 | 5270 94 | 3208 43 | 9191 87 |
| 14 Dresden | 223 00 | 223 00 | 223 00 | 3000 00 | 1898 93 | 5121 93 |
| 15 Dundas | 465 00 | 168 50 | 633 50 | 4690 00 | 234 95 | 5558 45 |
| 16 Durham | 298 00 | 298 00 | 298 00 | 1650 00 | 506 78 | 2454 78 |
| 17 Galt | 841 00 | 80 00 | 921 00 | 10970 07 | 3339 94 | 15231 01 |
| 18 Goderich | 615 00 | 63 50 | 678 50 | 4570 00 | 740 65 | 5989 15 |
| 19 Harriston | 257 00 | 257 00 | 257 00 | 2306 30 | 43 99 | 2607 29 |
| 20 Ingersoll | 693 00 | 60 00 | 753 00 | 4750 00 | 1456 03 | 6959 03 |
| 21 Kincardine | 481 00 | 481 00 | 481 00 | 3698 34 | 993 11 | 5172 45 |
| 22 Lindsay | 594 00 | 269 50 | 863 50 | 6325 24 | 2578 01 | 9766 75 |
| 23 Listowel | 360 00 | 360 00 | 360 00 | 2621 56 | 206 75 | 3188 31 |
| 24 London East | 627 00 | 627 00 | 627 00 | 5547 18 | 397 97 | 6572 15 |
| 25 Meaford | 243 00 | 243 00 | 243 00 | 2450 00 | 4 68 | 2697 68 |
| 26 Milton | 318 00 | 318 00 | 318 00 | 2335 00 | 2015 83 | 4668 83 |
| 27 Mitchell | 320 00 | 320 00 | 320 00 | 3610 00 | 300 79 | 4230 79 |
| 28 Mount Forest | 457 00 | 457 00 | 457 00 | 2533 00 | 1045 04 | 4035 04 |
| 29 Napanee | 610 00 | 610 00 | 610 00 | 4081 07 | 165 76 | 4856 83 |
| 30 Newmarket | 346 00 | 47 50 | 393 50 | 2666 70 | 1998 26 | 5058 46 |
| 31 Niagara | 195 00 | 195 00 | 195 00 | 1400 00 | 260 51 | 1855 51 |
| 32 Niagara Falls | 225 00 | 225 00 | 225 00 | 3188 24 | 3163 82 | 6577 06 |
| 33 Oakville | 196 00 | 35 00 | 231 00 | 2018 45 | 339 28 | 2588 73 |
| 34 Orangeville | 549 00 | 549 00 | 549 00 | 4983 40 | 489 00 | 6012 40 |
| 35 Orillia | 360 00 | 84 00 | 444 00 | 4362 30 | 57 78 | 4864 08 |
| 36 Oshawa | 529 00 | 78 50 | 607 50 | 6408 21 | 228 47 | 7244 18 |
| 37 Owen Sound | 757 00 | 39 00 | 796 00 | 504 26 | 5889 01 | 7189 27 |
| 38 Palmerston | 236 00 | 236 00 | 236 00 | 1999 54 | 37 37 | 2272 91 |
| 39 Paris | 373 00 | 56 00 | 429 00 | 4266 46 | 3709 58 | 8405 04 |
| 40 Pembroke | 204 00 | 178 50 | 382 50 | 5143 91 | 6036 18 | 11562 59 |
| 41 Penetanguishene | 230 00 | 230 00 | 230 00 | 678 00 | 1420 71 | 2328 71 |
| 42 Perth | 544 00 | 87 00 | 631 00 | 3794 44 | 772 08 | 5197 52 |
| 43 Peterborough | 720 00 | 329 50 | 1049 50 | 11101 70 | 5844 64 | 17995 84 |
| 44 Petrolia | 405 00 | 405 00 | 405 00 | 3600 00 | 578 72 | 4583 72 |
| 45 Picton | 477 00 | 56 00 | 533 00 | 3838 14 | 773 84 | 5144 98 |
| 46 Port Arthur | 167 00 | 64 29 | 231 29 | 9155 16 | 1085 00 | 10471 45 |
| 47 Port Hope | 908 00 | 908 00 | 908 00 | 7300 00 | 309 04 | 8517 04 |
| 48 Prescott | 407 00 | 144 00 | 551 00 | 3519 80 | 853 43 | 4924 23 |
| 49 Rat Portage | 250 00 | 250 00 | 250 00 | 160 00 | 488 50 | 898 50 |
| 50 Ridgetown | 242 00 | 242 00 | 242 00 | 1394 30 | 2065 66 | 3701 96 |
| 51 Sandwich | 156 00 | 156 00 | 156 00 | 769 00 | 448 00 | 1373 00 |
| 52 Sarnia | 814 00 | 126 00 | 940 00 | 6975 00 | 437 30 | 8352 30 |
| 53 Seaforth | 344 00 | 344 00 | 344 00 | 2350 00 | 724 78 | 3418 78 |
| 54 Simcoe | 438 00 | 438 00 | 438 00 | 2163 00 | 2601 00 | 2601 00 |
| 55 Smiths Falls | 281 00 | 281 00 | 281 00 | 2628 77 | 24 52 | 2934 29 |
| 56 St. Marys | 433 00 | 55 50 | 488 50 | 3479 19 | 689 73 | 4657 42 |
| 57 Stratford | 1113 00 | 209 00 | 1322 00 | 9955 10 | 1435 72 | 12712 82 |
| 58 Strathroy | 680 00 | 680 00 | 680 00 | 4336 82 | 175 44 | 5192 26 |

Schools of Ontario.

EXPENDITURE.

| | For Teachers' Salaries. | | | For Maps, Apparatus, Prizes and Libraries. | | | For Sites and Building School-houses. | | | For Rents and Repairs, Fuel and other expenses. | | | Total Expenditure for all Public School Purposes. | | Balances. | | Average Cost per Pupil. | |
|----|-------------------------|----|--|--|----|--|---------------------------------------|----|--|---|----|--|---|----|-----------|----|-------------------------|-----------------------|
| | \$ | c. | | \$ | c. | | \$ | c. | | \$ | c. | | \$ | c. | \$ | c. | On Total Attendance | On Average Attendance |
| 1 | 3792 | 63 | | | | | 150 | 20 | | 1364 | 92 | | 5307 | 75 | 2124 | 61 | 5 89 | 13 62 |
| 2 | 3270 | 45 | | | | | 250 | 00 | | 2847 | 94 | | 6368 | 39 | 44 | 72 | 9 81 | 18 67 |
| 3 | 4925 | 00 | | 45 | 98 | | | | | 1368 | 02 | | 6339 | 00 | 10 | 20 | 5 17 | 9 69 |
| 4 | 5045 | 38 | | 73 | 73 | | 54 | 13 | | 1993 | 00 | | 7166 | 24 | 1726 | 68 | 7 37 | 13 46 |
| 5 | 1350 | 00 | | | | | | | | 1365 | 09 | | 2715 | 09 | 1090 | 64 | 13 44 | 20 26 |
| 6 | 3775 | 00 | | | | | | | | 512 | 85 | | 4287 | 85 | 213 | 23 | 5 38 | 8 57 |
| 7 | 3424 | 41 | | 64 | 30 | | 618 | 63 | | 474 | 47 | | 4581 | 81 | | | 6 22 | 9 81 |
| 8 | 6684 | 78 | | | | | 6600 | 00 | | 2846 | 89 | | 16131 | 67 | 144 | 29 | 9 71 | 16 70 |
| 9 | 11608 | 41 | | 29 | 32 | | 1540 | 00 | | 5053 | 45 | | 18231 | 18 | 8662 | 07 | 8 65 | 15 70 |
| 10 | 3003 | 42 | | 79 | 47 | | | | | 793 | 60 | | 3876 | 49 | 53 | 15 | 6 00 | 9 89 |
| 11 | 4360 | 00 | | | | | | | | 1991 | 61 | | 6351 | 61 | 991 | 91 | 6 36 | 11 30 |
| 12 | 4220 | 00 | | | | | 9537 | 83 | | 991 | 77 | | 14749 | 60 | 2079 | 90 | 12 81 | 22 52 |
| 13 | 4228 | 00 | | | | | 970 | 05 | | 3142 | 89 | | 8340 | 94 | 850 | 93 | 6 35 | 13 45 |
| 14 | 2258 | 33 | | | | | | | | 603 | 49 | | 2861 | 82 | 2260 | 11 | 6 01 | 11 31 |
| 15 | 4142 | 50 | | | | | 212 | 00 | | 1098 | 54 | | 5453 | 04 | 105 | 41 | 5 63 | 10 61 |
| 16 | 1361 | 85 | | 3 | 25 | | 424 | 00 | | 665 | 68 | | 2454 | 78 | | | 7 79 | 14 80 |
| 17 | 6276 | 26 | | 98 | 00 | | 4697 | 59 | | 1198 | 05 | | 12269 | 90 | 2961 | 11 | 9 37 | 15 98 |
| 18 | 4131 | 43 | | | | | | | | 1827 | 79 | | 5959 | 22 | 29 | 93 | 5 85 | 9 93 |
| 19 | 1924 | 40 | | 5 | 00 | | | | | 615 | 25 | | 2544 | 65 | 62 | 64 | 4 74 | 9 67 |
| 20 | 4979 | 92 | | 203 | 83 | | 106 | 40 | | 1179 | 75 | | 6469 | 90 | 489 | 13 | 6 83 | 11 45 |
| 21 | 3215 | 93 | | 27 | 55 | | | | | 1289 | 08 | | 4532 | 56 | 639 | 89 | 5 74 | 11 22 |
| 22 | 6408 | 33 | | 160 | 02 | | | | | 2611 | 99 | | 9180 | 34 | 586 | 41 | 6 66 | 12 41 |
| 23 | 2447 | 30 | | | | | | | | 687 | 80 | | 3135 | 10 | 53 | 21 | 5 09 | 8 68 |
| 24 | 4543 | 98 | | | | | 930 | 00 | | 1069 | 19 | | 6543 | 17 | 28 | 98 | 5 33 | 10 26 |
| 25 | 2185 | 00 | | | | | | | | 472 | 87 | | 2657 | 87 | 39 | 81 | 5 23 | 9 17 |
| 26 | 1997 | 00 | | | | | 579 | 40 | | 562 | 35 | | 3138 | 75 | 1530 | 08 | 8 35 | 14 14 |
| 27 | 2746 | 67 | | 28 | 80 | | | | | 1337 | 92 | | 4113 | 39 | 117 | 40 | 7 20 | 11 30 |
| 28 | 2434 | 45 | | | | | 477 | 71 | | 758 | 82 | | 3670 | 98 | 364 | 06 | 6 15 | 10 99 |
| 29 | 3519 | 85 | | | | | | | | 1326 | 59 | | 4846 | 44 | 10 | 39 | 5 79 | 10 60 |
| 30 | 2512 | 00 | | | | | 3 | 50 | | 864 | 77 | | 3380 | 27 | 1678 | 19 | 7 79 | 13 52 |
| 31 | 1150 | 00 | | | | | | | | 299 | 89 | | 1449 | 89 | 405 | 62 | 5 47 | 10 35 |
| 32 | 2553 | 00 | | 28 | 10 | | | | | 961 | 90 | | 3543 | 00 | 3034 | 06 | 4 90 | 8 57 |
| 33 | 1731 | 00 | | | | | | | | 857 | 23 | | 2588 | 23 | 0 | 50 | 6 67 | 12 32 |
| 34 | 3659 | 00 | | 9 | 00 | | 44 | 59 | | 1999 | 78 | | 5712 | 37 | 300 | 03 | 7 66 | 15 73 |
| 35 | 3580 | 40 | | | | | 263 | 28 | | 952 | 25 | | 4795 | 93 | 68 | 15 | 5 12 | 8 71 |
| 36 | 4807 | 50 | | 43 | 75 | | | | | 1905 | 12 | | 6756 | 37 | 487 | 81 | 6 83 | 10 97 |
| 37 | 4918 | 25 | | 33 | 15 | | | | | 2056 | 29 | | 7007 | 69 | 181 | 58 | 6 78 | 11 89 |
| 38 | 1708 | 70 | | | | | | | | 541 | 58 | | 2250 | 28 | 22 | 63 | 5 21 | 10 13 |
| 39 | 3407 | 01 | | | | | | | | 1854 | 98 | | 5261 | 99 | 3143 | 05 | 6 19 | 11 15 |
| 40 | 4179 | 00 | | 77 | 59 | | 5393 | 94 | | 1573 | 43 | | 11223 | 96 | 338 | 63 | 13 14 | 21 14 |
| 41 | 519 | 30 | | | | | 1415 | 00 | | 340 | 35 | | 2274 | 65 | 54 | 06 | 10 78 | 27 73 |
| 42 | 3100 | 00 | | 9 | 00 | | 337 | 71 | | 1289 | 81 | | 4736 | 52 | 461 | 00 | 7 07 | 10 91 |
| 43 | 8251 | 78 | | 127 | 03 | | 703 | 86 | | 8845 | 66 | | 17928 | 33 | 67 | 51 | 9 14 | 16 11 |
| 44 | 3330 | 00 | | | | | | | | 1253 | 72 | | 4583 | 72 | | | 4 75 | 8 14 |
| 45 | 3909 | 35 | | 9 | 00 | | | | | 1010 | 52 | | 4928 | 87 | 216 | 11 | 8 12 | 13 50 |
| 46 | 2442 | 15 | | | | | 6802 | 92 | | 903 | 61 | | 10148 | 68 | 322 | 77 | 17 56 | 50 49 |
| 47 | 5599 | 65 | | | | | 1444 | 97 | | 1424 | 33 | | 8468 | 95 | 48 | 09 | 7 74 | 12 45 |
| 48 | 3322 | 49 | | | | | 312 | 00 | | 1155 | 42 | | 4789 | 91 | 134 | 32 | 8 09 | 13 42 |
| 49 | 572 | 59 | | 65 | 70 | | 35 | 00 | | 163 | 41 | | 836 | 70 | 61 | 80 | 5 47 | 11 62 |
| 50 | 2097 | 50 | | | | | 757 | 02 | | 702 | 08 | | 3556 | 60 | 145 | 36 | 6 91 | 13 68 |
| 51 | 1125 | 00 | | | | | | | | 225 | 20 | | 1350 | 20 | 22 | 80 | 4 86 | 9 12 |
| 52 | 5326 | 40 | | | | | | | | 2623 | 23 | | 7949 | 63 | 402 | 67 | 6 36 | 12 62 |
| 53 | 2467 | 07 | | | | | | | | 499 | 86 | | 2966 | 93 | 451 | 85 | 4 66 | 7 63 |
| 54 | 2150 | 00 | | | | | | | | 451 | 00 | | 2601 | 00 | | | 4 94 | 9 00 |
| 55 | 2175 | 00 | | 8 | 00 | | | | | 634 | 25 | | 2817 | 25 | 117 | 04 | 5 51 | 12 52 |
| 56 | 3164 | 17 | | | | | | | | 1206 | 75 | | 4370 | 92 | 286 | 50 | 4 57 | 9 22 |
| 57 | 8046 | 25 | | 50 | 00 | | 420 | 00 | | 4144 | 17 | | 12660 | 42 | 52 | 40 | 6 93 | 10 56 |
| 58 | 4107 | 21 | | 11 | 00 | | | | | 889 | 96 | | 5008 | 17 | 184 | 09 | 6 41 | 10 33 |

V.—TABLE E.—The Public

| TOWNS—Continued. | RECEIPTS. | | | | | |
|-----------------------------|---|-------------------------------|-----------|--|--|--|
| | For Teachers' Salaries. (Legislative Grant.) | | | Municipal School Grants and As- sessments. | Clergy Reserves Fund Balances and other Sources. | Total Receipts for all Public School Pur- poses. |
| | Public Schools. | R. C. Separate Schools. | Total. | | | |
| | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. |
| 59 Thorold | 247 00 | 111 00 | 358 00 | 2772 23 | 1113 06 | 4243 29 |
| 60 Tilsonburg | 269 00 | | 269 00 | 2316 31 | 370 58 | 2955 89 |
| 61 Trenton | 292 00 | 137 50 | 429 50 | 3912 26 | 1813 63 | 6155 39 |
| 62 Walkerton | 481 00 | | 481 00 | 2619 51 | 2069 95 | 5170 46 |
| 63 Waterloo | 300 00 | | 300 00 | 8519 66 | 663 52 | 9483 18 |
| 64 Welland | 414 00 | | 414 00 | 1600 00 | 1099 89 | 3113 89 |
| 65 Whitby | 479 00 | 47 00 | 526 00 | 4757 93 | 143 32 | 5427 25 |
| 66 Windsor | 1108 00 | | 1108 00 | 12504 79 | 702 28 | 14315 07 |
| 67 Wingham | 268 00 | | 268 00 | 2689 64 | 123 16 | 3080 80 |
| 68 Woodstock | 987 00 | | 987 00 | 6578 38 | 1558 84 | 9124 22 |
| Total | 32435 00 | 3864 79 | 36299 79 | 296345 10 | 110611 02 | 443255 91 |
| TOTALS. | | | | | | |
| 1 Total Counties, etc. | 192868 45 | 3620 50 | 196488 95 | 1970671 75 | 587185 05 | 2754345 75 |
| 2 " Cities | 27036 00 | 7259 50 | 34295 50 | 408604 61 | 82636 86 | 525536 97 |
| 3 " Towns | 32435 00 | 3864 79 | 36299 79 | 296345 10 | 110611 02 | 443255 91 |
| 4 Grand Total, 1884 | 252339 45 | 14744 79 | 267084 24 | 2675621 46 | 780432 93 | 3723138 63 |
| 5 " " 1883 | 251066 90 | 14400 92 | 265467 82 | 2538041 37 | 767221 96 | 3570731 15 |
| 6 Increase | 1272 55 | 343 87 | 1616 42 | 137580 09 | 13210 97 | 152407 48 |
| 7 Decrease | | | | | | |
| Percentage of Total | | | 7½ | 71½ | 21 | |

Schools of Ontario.

EXPENDITURE.

| For Teachers' Salaries. | For Maps, Apparatus, Prizes and Libraries. | For Sites and Building School-houses. | For Rents and Repairs, Fuel and other expenses. | Total Expenditure for all Public School Purposes. | Balances. | Average Cost per Pupil. | |
|-------------------------|--|---------------------------------------|---|---|-----------|-------------------------|----|
| | | | | | | On Total Attendance | |
| \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ |
| 59 3152 00 | | 240 00 | 753 91 | 4145 91 | 97 38 | 6 23 | 1 |
| 60 2045 00 | 55 37 | | 393 27 | 2493 64 | 462 25 | 6 29 | 1 |
| 61 3418 22 | | 103 02 | 2042 59 | 5563 83 | 591 56 | 5 81 | 1 |
| 62 2655 75 | | 10 80 | 1716 90 | 4383 45 | 787 01 | 6 82 | 13 |
| 63 2630 32 | | 5531 37 | 912 70 | 9074 39 | 408 79 | 17 86 | 29 |
| 64 2185 00 | 21 99 | | 875 12 | 3082 11 | 31 78 | 8 49 | 13 |
| 65 4107 00 | | | 1281 50 | 5388 50 | 38 75 | 8 20 | 1 |
| 66 7200 00 | | 2638 68 | 3401 06 | 13239 74 | 1075 33 | 9 45 | 1 |
| 67 2075 50 | | | 853 39 | 2928 89 | 151 91 | 4 86 | 1 |
| 68 6349 00 | | | 2439 36 | 8788 36 | 335 86 | 6 66 | 1 |
| 245990 24 | 1367 93 | 53605 60 | 98352 01 | 399315 78 | 43940 13 | 7 27 | 1 |
| 1 1776430 57 | 12634 81 | 213760 52 | 383843 70 | 2386669 60 | 367676 15 | 6 69 | 13 |
| 2 273606 33 | 3729 41 | 73831 88 | 143709 04 | 494876 66 | 30660 31 | 8 99 | 16 |
| 3 245990 24 | 1367 93 | 53605 60 | 98352 01 | 399315 78 | 43940 13 | 7 27 | 16 |
| 4 2296027 14 | 17732 15 | 341198 00 | 625904 75 | 3280862 04 | 442276 59 | 7 02 | 1 |
| 5 2210186 92 | 20274 81 | 312341 57 | 565626 34 | 3108429 64 | 462301 51 | 6 69 | 1 |
| 6 85840 22 | | 28856 43 | 60278 41 | 172432 40 | | 0 33 | 1 |
| 7 | 2542 66 | | | | 20024 92 | | 1 |
| 70 | $\frac{52}{100}$ | $10\frac{48}{100}$ | 19 | | | | 1 |

VII.—TABLE G.—The

| SCHOOLS. | RECEIPTS. | | | | | EXPENDITURE. | | | | |
|------------------------|---|-------------------|---------|-----------------------------|-----------------|---------------------|-----------------------------|--|--------------------------------|-------|
| | Legislative Grant for Teachers' salaries. | Municipal Grants. | Fees. | Balances and other sources. | Total Receipts. | Teachers' salaries. | Building, Rent and Repairs. | Maps, Apparatus, Prizes and Libraries. | Fuel, Books and Contingencies. | |
| | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. |
| Alexandria..... | 502 00 | 293 55 | ..... | 1147 90 | 1943 45 | 1350 00 | ..... | ..... | 200 03 | |
| Artemonde..... | 521 38 | 3456 65 | ..... | ..... | 3978 03 | 2212 86 | 1200 00 | ..... | 46 55 | |
| Asnprior..... | 503 00 | 1309 87 | ..... | 95 42 | 1908 29 | 1403 64 | 18 47 | ..... | 287 06 | |
| Wilmers..... | 560 00 | 1245 00 | ..... | 647 65 | 2452 65 | 1866 66 | 73 20 | ..... | 512 79 | |
| Barrie, C. I..... | 1575 00 | 1950 00 | 422 17 | 1197 52 | 5144 69 | 4238 39 | 45 12 | 3 73 | 857 45 | |
| Bramsville..... | 502 00 | 828 98 | ..... | 323 20 | 1654 18 | 1250 00 | 332 08 | ..... | 72 10 | |
| Belleville..... | 1062 75 | 2759 94 | 221 00 | ..... | 4043 69 | 3233 19 | 671 41 | ..... | 139 09 | |
| Berlin..... | 800 03 | 2300 03 | 718 25 | 540 75 | 4359 06 | 2810 00 | 229 75 | 27 88 | 401 08 | |
| Bowmanville..... | 900 00 | 3700 00 | ..... | 434 06 | 5034 06 | 3200 00 | 456 50 | ..... | 1124 46 | |
| Bradford..... | 503 00 | 803 00 | 228 00 | 100 00 | 1631 00 | 1500 00 | 22 65 | ..... | 103 68 | |
| Brampton..... | 1114 88 | 1514 88 | 665 00 | 1278 77 | 4573 53 | 3516 66 | 472 27 | 46 23 | 354 48 | |
| Bramford, C. I..... | 1860 18 | 6360 00 | 2135 50 | 1208 10 | 11563 78 | 7043 34 | 208 36 | ..... | 4312 08 | |
| Brighton..... | 503 00 | 1294 00 | ..... | 3020 43 | 4817 43 | 1271 00 | 2757 86 | 37 10 | 41 36 | |
| Brookville..... | 780 00 | 2700 00 | 104 00 | 320 39 | 3904 39 | 2800 00 | 15 19 | 33 34 | 328 31 | |
| Baledonia..... | 555 75 | 1455 75 | 531 75 | 45 59 | 2588 84 | 2300 00 | 18 42 | 13 88 | 246 97 | |
| Campbellford..... | 514 00 | 500 00 | ..... | 1256 39 | 2270 39 | 1650 00 | ..... | ..... | 620 39 | |
| Carleton Place..... | 500 00 | 1000 00 | ..... | 1172 86 | 2672 86 | 1304 00 | 280 00 | ..... | 613 77 | |
| Cayuga..... | 503 00 | 1008 00 | ..... | 614 53 | 2125 53 | 1419 67 | 62 33 | ..... | 246 05 | |
| Chatham..... | 1165 50 | 3853 00 | 339 00 | 45 64 | 5403 14 | 4016 88 | 402 59 | 141 66 | 653 52 | |
| Clinton..... | 1131 00 | 3631 00 | 574 25 | 61 60 | 5397 85 | 3600 00 | 77 24 | 33 78 | 1218 00 | |
| Colbourne, C. I..... | 1415 50 | 1800 00 | 1214 00 | 52 46 | 4481 96 | 3433 33 | 140 00 | 20 00 | 842 27 | |
| Colborne..... | 502 00 | 984 79 | ..... | 253 27 | 1740 06 | 1217 09 | 58 75 | ..... | 193 93 | |
| Collingwood, C. I..... | 1552 00 | 3352 00 | 671 50 | 353 32 | 9108 82 | 5400 00 | 43 13 | 67 00 | 3598 69 | |
| Cornwall..... | 720 00 | 1875 00 | ..... | 432 28 | 3027 28 | 2487 50 | 227 12 | ..... | 312 06 | |
| Dundas..... | 506 00 | 1616 00 | 79 00 | 312 98 | 2513 98 | 1700 06 | 70 86 | ..... | 427 63 | |
| Dunnville..... | 503 00 | 1103 00 | ..... | 456 54 | 2062 54 | 1450 00 | 86 63 | ..... | 275 57 | |
| Elora..... | 505 00 | 1130 26 | ..... | 379 16 | 2014 42 | 1400 00 | 36 40 | ..... | 206 04 | |
| Farmersville..... | 560 00 | 1325 50 | ..... | 111 25 | 1996 75 | 1665 00 | 21 67 | ..... | 220 69 | |
| Fergus..... | 506 00 | 905 00 | ..... | 729 37 | 2141 37 | 1524 99 | ..... | 17 50 | 565 24 | |
| Galt, C. I..... | 1796 00 | 3833 73 | 1229 10 | 2842 25 | 9701 08 | 6126 22 | 117 44 | ..... | 3293 08 | |
| Gananoque..... | 505 00 | 1003 12 | ..... | 296 96 | 1805 08 | 1600 00 | ..... | ..... | 28 00 | |
| Goderich..... | 1188 25 | 2608 25 | ..... | 336 49 | 4132 99 | 3380 00 | 109 12 | ..... | 266 98 | |
| Grimsby..... | 503 00 | 837 07 | 141 00 | 72 29 | 1553 36 | 1237 51 | 167 83 | ..... | 131 24 | |
| Guelph..... | 1032 38 | 3340 73 | 203 50 | 419 56 | 4996 17 | 3399 99 | 49 05 | ..... | 1039 76 | |
| Hamilton, C. I..... | 2062 00 | 10734 21 | 1304 30 | ..... | 14100 51 | 11844 10 | 85 35 | ..... | 2171 06 | |
| Harriston..... | 663 25 | 1563 25 | 502 49 | 1589 97 | 4318 96 | 2500 00 | 14 50 | 28 10 | 1616 19 | |
| Hawkesbury..... | 504 00 | 1254 00 | ..... | 38 53 | 1796 53 | 1500 00 | ..... | ..... | 239 54 | |
| Ingersoll..... | 555 56 | 2331 66 | ..... | 86 27 | 2973 49 | 2225 00 | 305 61 | 27 29 | 408 31 | |
| Iroquois..... | 504 00 | 1000 00 | 86 00 | 281 69 | 1871 69 | 1233 34 | 17 91 | 24 30 | 428 41 | |
| Kemptville..... | 557 00 | 1253 55 | 202 50 | ..... | 2013 05 | 1937 50 | ..... | ..... | 75 55 | |

High Schools.

| EXPENDITURE. | | | | NO. OF PUPILS ATTENDING. | | | Average attendance. | Percentage of average attendance to total attendance. | CHARGES PER TERM. | COST PER PUPIL. | | | |
|--------------------|----------|-----------|----|--------------------------|--------|--------|---------------------|---|--|----------------------|----|------------------------|----|
| Total Expenditure. | | Balances. | | Boys. | Girls. | Total. | | | | On Total Attendance. | | On Average Attendance. | |
| \$ | c. | \$ | c. | | | | | | | \$ | c. | \$ | c. |
| 1 | 1550 03 | 393 42 | | 16 | 22 | 38 | 22 | 58 | Free | 40 | 79 | 70 | 45 |
| 2 | 3459 41 | 518 62 | | 68 | 55 | 123 | 82 | 67 | Free | 11 | 86 | 17 | 79 |
| 3 | 1709 17 | 199 12 | | 22 | 28 | 50 | 28 | 56 | Free | 34 | 18 | 61 | 03 |
| 4 | 2452 65 | | | 56 | 50 | 106 | 58 | 55 | Free | 23 | 14 | 42 | 27 |
| 5 | 5144 69 | | | 92 | 79 | 171 | 96 | 56 | \$5 per annum | 30 | 09 | 53 | 59 |
| 6 | 1654 18 | | | 15 | 20 | 35 | 17 | 49 | Free | 47 | 26 | 97 | 21 |
| 7 | 4043 69 | | | 99 | 117 | 216 | 117 | 54 | Res. \$6, non-res. \$4 | 18 | 72 | 34 | 56 |
| 8 | 3459 71 | 899 35 | | 73 | 30 | 103 | 58 | 56 | Av. \$3 | 33 | 59 | 59 | 66 |
| 9 | 4780 96 | 253 10 | | 49 | 30 | 79 | 45 | 57 | Free | 60 | 51 | 106 | 25 |
| 10 | 1626 33 | 7 67 | | 37 | 16 | 53 | 29 | 55 | \$6 per annum | 30 | 68 | 56 | 07 |
| 11 | 4389 64 | 183 89 | | 99 | 81 | 180 | 111 | 62 | \$5 per annum | 24 | 39 | 39 | 55 |
| 12 | 11563 78 | | | 138 | 167 | 305 | 179 | 88 | Res. \$10, non-res. \$16 | 37 | 91 | 64 | 60 |
| 13 | 4107 32 | 710 11 | | 35 | 16 | 51 | 25 | 49 | Free | 80 | 53 | 164 | 28 |
| 14 | 3176 84 | 727 55 | | 63 | 62 | 125 | 72 | 58 | \$1 per month | 25 | 42 | 44 | 12 |
| 15 | 2579 27 | 9 57 | | 62 | 51 | 113 | 74 | 66 | \$2, \$2.50 | 22 | 82 | 34 | 85 |
| 16 | 2270 39 | | | 34 | 46 | 80 | 42 | 52 | Free | 28 | 37 | 54 | 05 |
| 17 | 2197 77 | 475 09 | | 52 | 28 | 80 | 45 | 56 | Free | 27 | 47 | 48 | 84 |
| 18 | 1728 05 | 397 48 | | 17 | 20 | 37 | 21 | 58 | Free | 46 | 70 | 82 | 29 |
| 19 | 5214 65 | 188 49 | | 92 | 101 | 193 | 122 | 63 | \$3, \$2, \$2 | 27 | 02 | 42 | 75 |
| 20 | 4929 02 | 468 83 | | 63 | 47 | 110 | 63 | 57 | Res. \$2, \$2, \$3, n-r. \$3, \$3, \$4 | 44 | 81 | 78 | 24 |
| 21 | 4435 60 | 46 36 | | 106 | 60 | 166 | 95 | 57 | Res. \$7, \$5, n-r. \$8, \$6 | 26 | 72 | 46 | 69 |
| 22 | 1469 77 | 270 29 | | 24 | 22 | 46 | 22 | 49 | Free | 31 | 96 | 66 | 77 |
| 23 | 9108 82 | | | 144 | 64 | 208 | 95 | 46 | \$8.50 per annum | 43 | 79 | 95 | 87 |
| 24 | 3027 28 | | | 34 | 57 | 91 | 49 | 54 | Free | 33 | 26 | 61 | 78 |
| 25 | 2198 55 | 315 43 | | 40 | 40 | 80 | 41 | 51 | 50 cents per month | 27 | 35 | 53 | 61 |
| 26 | 1812 20 | 250 34 | | 26 | 36 | 62 | 33 | 53 | Free | 29 | 22 | 54 | 61 |
| 27 | 1642 44 | 371 98 | | 36 | 38 | 74 | 44 | 60 | Free | 22 | 19 | 37 | 32 |
| 28 | 1907 36 | 89 39 | | 45 | 63 | 108 | 59 | 55 | Free | 17 | 66 | 32 | 32 |
| 29 | 2107 73 | 33 64 | | 50 | 45 | 95 | 59 | 62 | Free | 22 | 19 | 35 | 73 |
| 30 | 9536 74 | 164 34 | | 89 | 49 | 138 | 78 | 57 | \$14 per annum | 69 | 11 | 122 | 18 |
| 31 | 1628 00 | 177 08 | | 31 | 43 | 74 | 46 | 62 | Free | 22 | 00 | 35 | 39 |
| 32 | 3756 10 | 376 89 | | 66 | 88 | 154 | 93 | 60 | Free | 24 | 38 | 40 | 38 |
| 33 | 1536 58 | 16 78 | | 20 | 22 | 42 | 24 | 56 | \$2 | 36 | 57 | 64 | 04 |
| 34 | 4488 80 | 507 37 | | 113 | 92 | 205 | 118 | 57 | Free to res., \$1 per month, n-r. | 21 | 41 | 38 | 04 |
| 35 | 14100 51 | | | 290 | 272 | 562 | 289 | 52 | Res. 25c. and \$1, n-r. \$16 per a. | 25 | 09 | 48 | 79 |
| 36 | 4158 79 | 160 17 | | 66 | 50 | 116 | 66 | 57 | \$2, \$2, \$2.50 | 35 | 85 | 63 | 01 |
| 37 | 1739 54 | 56 99 | | 15 | 21 | 36 | 25 | 68 | Free | 48 | 31 | 69 | 60 |
| 38 | 2966 21 | 7 28 | | 61 | 78 | 139 | 87 | 63 | Free | 21 | 34 | 34 | 09 |
| 39 | 1703 96 | 167 73 | | 30 | 43 | 73 | 42 | 58 | \$1 | 23 | 34 | 40 | 57 |
| 40 | 2013 05 | | | 51 | 41 | 92 | 51 | 55 | Res. free, n-r. \$1 per month | 21 | 88 | 39 | 47 |

VII.—TABLE G.—The

| HIGH SCHOOLS. | RECEIPTS. | | | | | EXPENDITURE. | | | | |
|------------------------|--|-------------------|---------|--------------------------------|-----------------|---------------------|--------------------------------|---|-------------------------------------|--|
| | Legislative Grant for Teachers' Salaries. | Municipal Grants. | Fees. | Balances and other sources. | Total Receipts. | Teachers' salaries. | Building, Rent and Repairs. | Maps, apparatus, prizes and libraries. | Fuel, Books and Con- tingencies. | |
| | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | |
| 41 Kincardine..... | 590 88 | 2190 88 | ..... | 105 80 | 2387 56 | 2390 00 | 89 73 | ..... | 327 52 | |
| 42 Kingston, C. I. . . | 1385 00 | 2541 00 | 1643 20 | 483 73 | 4052 93 | 4191 84 | 341 03 | 135 58 | 1384 48 | |
| 43 Lindsay..... | 1054 75 | 3219 97 | ..... | ..... | 4274 72 | 3500 00 | 67 25 | ..... | 707 47 | |
| 44 Listowel..... | 572 75 | 1372 75 | 370 50 | 68 70 | 2384 70 | 1865 67 | 52 69 | 30 30 | 435 44 | |
| 45 London, C. I. . . | 1860 00 | 5121 44 | 595 50 | 3505 43 | 11082 37 | 7136 02 | 214 24 | ..... | 655 54 | |
| 46 Markham..... | 504 00 | 862 00 | 363 00 | 3 73 | 1732 73 | 1533 67 | 20 90 | ..... | 79 88 | |
| 47 Mitchell..... | 516 00 | 1216 00 | ..... | 102 07 | 1834 07 | 1550 00 | 25 60 | ..... | 232 20 | |
| 48 Morrisburg..... | 507 00 | 1098 14 | ..... | ..... | 1605 14 | 1500 00 | ..... | ..... | 105 14 | |
| 49 Mount Forest... | 797 06 | 1797 06 | 641 90 | 154 63 | 3390 65 | 2911 24 | 32 05 | 51 78 | 304 99 | |
| 50 Napanee..... | 891 25 | 3004 10 | ..... | 34 05 | 3929 40 | 3100 20 | 150 21 | ..... | 669 81 | |
| 51 Newburg..... | 504 00 | 996 91 | ..... | 38 06 | 1538 97 | 1339 92 | 15 40 | ..... | 183 65 | |
| 52 Newcastle..... | 505 00 | 1009 60 | ..... | 369 87 | 1884 47 | 1225 00 | 138 96 | ..... | 302 34 | |
| 53 Newmarket..... | 527 00 | 700 00 | 666 50 | 565 24 | 2458 74 | 1770 00 | 127 77 | 99 29 | 124 48 | |
| 54 Niagara..... | 502 00 | 684 90 | ..... | 16 52 | 1203 42 | 1050 00 | 13 63 | ..... | 85 39 | |
| 55 Niagara Falls, S. | 505 00 | 1005 00 | ..... | 201 56 | 1711 56 | 1333 34 | 170 02 | ..... | 119 28 | |
| 56 Norwood..... | 504 00 | 1245 87 | ..... | 2737 50 | 4487 37 | 1600 00 | 2737 50 | ..... | 149 87 | |
| 57 Oakville..... | 523 00 | 1207 18 | ..... | 384 83 | 2115 01 | 1800 00 | 41 9 | 27 25 | 245 84 | |
| 58 Oakwood..... | 502 00 | 902 00 | ..... | 121 96 | 1525 96 | 1245 00 | 3 70 | 13 00 | 121 78 | |
| 59 Omemece..... | 503 00 | 503 00 | ..... | 1310 22 | 2316 22 | 1185 00 | 14 86 | 47 17 | 1067 08 | |
| 60 Orangeville..... | 618 00 | 1332 75 | 394 00 | 203 90 | 2548 65 | 2249 18 | 113 20 | 10 03 | 105 12 | |
| 61 Orillia..... | 505 38 | 1550 00 | 128 75 | 528 71 | 2712 84 | 2237 89 | 71 67 | ..... | 308 58 | |
| 62 Oshawa..... | 716 50 | 2299 49 | ..... | ..... | 3015 99 | 2628 15 | 11 01 | 8 43 | 368 40 | |
| 63 Ottawa, C. I. . . | 2038 00 | 4647 10 | 2826 15 | 21 73 | 9533 03 | 6888 25 | 315 85 | 97 04 | 1718 78 | |
| 64 Owen Sound..... | 1163 50 | 3999 98 | ..... | 02 | 5163 50 | 3765 00 | 666 94 | ..... | 731 56 | |
| 65 Paris..... | 524 00 | 1724 00 | ..... | 692 42 | 2940 42 | 1700 00 | 296 98 | ..... | 268 38 | |
| 66 Parkhill..... | 505 00 | 1305 00 | ..... | 175 22 | 1985 22 | 1590 00 | 75 00 | ..... | 201 30 | |
| 67 Pembroke..... | 770 05 | 2082 17 | ..... | 366 28 | 3218 50 | 2491 66 | 450 00 | ..... | 209 07 | |
| 68 Perth, C. I. . . | 1198 50 | 2491 53 | 484 00 | 546 18 | 4720 21 | 3150 00 | 593 47 | 21 15 | 872 54 | |
| 69 Peterboro', C. I. | 1617 00 | 4100 00 | 746 50 | 1412 98 | 7876 48 | 4846 66 | 700 00 | ..... | 997 50 | |
| 70 Petrolia..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |
| 71 Picton..... | 744 63 | 1944 63 | ..... | 2565 50 | 5254 76 | 2708 34 | 60 23 | 88 50 | 1961 49 | |
| 72 Port Dover..... | 503 00 | 1254 30 | ..... | ..... | 1757 30 | 1600 00 | ..... | 26 00 | 131 30 | |
| 73 Port Hope..... | 881 65 | 3100 00 | 1031 75 | 225 20 | 5238 60 | 3110 00 | 1632 14 | ..... | 282 94 | |
| 74 Port Perry..... | 844 10 | 2099 10 | ..... | 398 34 | 3341 54 | 2856 00 | 173 58 | ..... | 296 97 | |
| 75 Port Rowan..... | 503 00 | 503 00 | ..... | 739 92 | 1745 92 | 1194 32 | ..... | ..... | 551 60 | |
| 76 Prescott..... | 505 00 | 1340 73 | 37 50 | 13 87 | 1897 10 | 1525 00 | 49 00 | ..... | 297 60 | |
| 77 Renfrew..... | 500 00 | 1152 12 | ..... | 375 28 | 2027 40 | 1491 50 | 4 19 | 4 45 | 192 61 | |
| 78 Richmond Hill.. | 513 38 | 1300 00 | 549 95 | 55 66 | 2418 99 | 2100 29 | 123 75 | ..... | 176 60 | |
| 79 Ridgetown..... | 543 79 | 2227 29 | ..... | 8881 10 | 11652 18 | 2266 25 | 7175 09 | ..... | 2210 84 | |
| 80 Sarnia..... | 1068 00 | 2443 00 | ..... | 380 64 | 3891 64 | 2783 33 | 177 06 | ..... | 931 25 | |
| 81 Seaforth..... | 715 50 | 1781 18 | 691 25 | 40 69 | 3228 62 | 2667 33 | 21 05 | 59 45 | 480 79 | |
| 82 Simcoe..... | 700 26 | 1625 07 | ..... | 101 78 | 2427 11 | 1550 00 | 257 70 | 37 10 | 582 31 | |

High Schools.

| EXPENDITURE. | | NO OF PUPILS ATTENDING. | | | Average attendance. | Percentage of average attendance to total attendance. | CHARGES PER TERM. | COST PER PUPIL. | |
|--------------------|-----------|-------------------------|--------|--------|---------------------|---|---------------------------------|----------------------|------------------------|
| Total Expenditure. | Balances. | Boys. | Girls. | Total. | | | | On Total Attendance. | On Average Attendance. |
| \$ c. | \$ c. | | | | | | | \$ c. | \$ c. |
| 41 2807 25 | 80 31 | 61 | 48 | 109 | 60 | 55 | Free | 25 75 | 46 78 |
| 42 6052 93 | | 93 | 49 | 142 | 74 | 52 | \$5.25 | 42 62 | 81 79 |
| 43 4274 72 | | 60 | 77 | 137 | 77 | 56 | Free | 31 21 | 55 52 |
| 44 2384 10 | 60 | 46 | 41 | 87 | 52 | 60 | 25c., 50c. and \$1 per month.. | 27 40 | 45 85 |
| 45 8005 80 | 3076 57 | 147 | 147 | 294 | 152 | 52 | Res. free, n-r. \$3 | 27 23 | 52 67 |
| 46 1634 45 | 98 28 | 26 | 12 | 38 | 31 | 82 | \$3. | 43 00 | 52 71 |
| 47 1807 80 | 26 27 | 48 | 58 | 106 | 59 | 55 | Free | 17 06 | 30 68 |
| 48 1605 14 | | 52 | 52 | 104 | 56 | 54 | Free | 15 43 | 28 66 |
| 49 3300 06 | 90 59 | 63 | 45 | 108 | 83 | 77 | \$2. | 30 55 | 39 76 |
| 50 3920 22 | 9 18 | 56 | 94 | 150 | 106 | 71 | Free | 26 13 | 36 98 |
| 51 1538 97 | | 20 | 34 | 54 | 32 | 60 | Free | 28 50 | 48 09 |
| 52 1666 30 | 218 17 | 15 | 26 | 41 | 26 | 63 | Free | 40 63 | 64 08 |
| 53 2121 54 | 337 20 | 60 | 47 | 107 | 67 | 63 | \$3. | 19 83 | 31 67 |
| 54 1149 02 | 54 40 | 19 | 24 | 43 | 22 | 51 | Free | 26 72 | 52 23 |
| 55 1622 64 | 88 92 | 30 | 45 | 75 | 41 | 55 | Free | 21 64 | 39 58 |
| 56 4487 37 | | 25 | 28 | 53 | 34 | 64 | Free | 84 66 | 131 97 |
| 57 2115 01 | | 22 | 32 | 54 | 32 | 60 | Free | 39 17 | 66 09 |
| 58 1383 48 | 142 48 | 30 | 22 | 52 | 32 | 62 | Free | 26 59 | 43 22 |
| 59 2314 11 | 2 11 | 25 | 27 | 52 | 26 | 50 | Free | 44 50 | 89 00 |
| 60 2477 53 | 71 12 | 67 | 51 | 118 | 66 | 56 | \$2, \$3 | 21 00 | 37 55 |
| 61 2618 14 | 94 70 | 52 | 34 | 86 | 46 | 54 | 25c. per month. | 30 44 | 56 91 |
| 62 3015 99 | | 70 | 64 | 134 | 77 | 58 | Free | 22 51 | 39 17 |
| 63 9019 92 | 513 11 | 171 | 87 | 258 | 137 | 53 | Res. \$15 per annum, n-r. \$27 | 34 96 | 65 84 |
| 64 5163 50 | | 76 | 115 | 194 | 120 | 62 | Free | 26 61 | 43 03 |
| 65 2265 36 | 675 06 | 20 | 41 | 61 | 34 | 55 | Free | 37 13 | 66 62 |
| 66 1866 30 | 118 92 | 35 | 32 | 67 | 40 | 60 | Free | 27 85 | 46 65 |
| 67 3150 73 | 67 77 | 57 | 40 | 97 | 59 | 61 | Free | 32 48 | 53 41 |
| 68 4637 16 | 83 05 | 56 | 111 | 167 | 101 | 61 | \$4. | 27 17 | 45 91 |
| 69 6544 16 | 1332 32 | 64 | 102 | 166 | 76 | 46 | Res. 50c. per month, n-r. \$2 | 39 42 | 86 11 |
| 70 | | 36 | 43 | 79 | 61 | 77 | Free | | |
| 71 4818 56 | 436 20 | 56 | 85 | 141 | 81 | 58 | Free | 34 16 | 59 49 |
| 72 1757 30 | | 29 | 25 | 54 | 28 | 51 | Free | 32 54 | 62 75 |
| 73 5925 08 | 213 52 | 69 | 87 | 156 | 106 | 68 | Res. \$9, n-r. \$11 | 32 21 | 47 41 |
| 74 3326 55 | 14 99 | 53 | 48 | 101 | 58 | 58 | Free | 32 81 | 57 35 |
| 75 1745 92 | | 15 | 23 | 38 | 20 | 53 | Free | 45 95 | 87 30 |
| 76 1871 60 | 25 50 | 32 | 41 | 73 | 40 | 55 | Res. free, n-r. \$1 per month.. | 25 64 | 46 80 |
| 77 1692 75 | 334 65 | 46 | 51 | 97 | 60 | 62 | Free | 17 45 | 28 21 |
| 78 2400 64 | 18 35 | 66 | 46 | 112 | 58 | 52 | \$2.50 | 21 44 | 41 40 |
| 79 11652 18 | | 59 | 61 | 120 | 70 | 58 | Free | 97 10 | 166 46 |
| 80 3891 64 | | 67 | 103 | 170 | 101 | 60 | Free | 22 89 | 38 53 |
| 81 3228 62 | | 65 | 50 | 115 | 66 | 58 | \$3.50 | 28 08 | 48 92 |
| 82 2427 11 | | 54 | 50 | 104 | 59 | 57 | Free | 23 33 | 41 01 |

High Schools.

| EXPENDITURE. | | No. of PUPILS ATTENDING. | | | Average attendance. | Percentage of average attendance to total attendance. | CHARGES PER TERM. | COST PER PUPIL. | |
|--------------------|-----------|--------------------------|--------|--------|---------------------|---|------------------------------------|--|--------------------------------|
| Total Expenditure. | Balances. | Boys. | Girls. | Total. | | | | On Total Attendance. | On Average Attendance. |
| \$ c. | \$ c. | | | | | | | \$ c. | \$ c. |
| 83 5283 23 | ..... | 22 | 29 | 51 | 25 | 49 | Free | 103 57 | 211 32 |
| 84 1402 71 | 393 34 | 25 | 25 | 50 | 30 | 60 | Free | 28 06 | 46 77 |
| 85 6966 81 | 2283 65 | 119 | 148 | 267 | 163 | 61 | Free to Co..... | 26 09 | 42 74 |
| 86 6048 26 | 229 31 | 120 | 125 | 245 | 151 | 61 | \$3, \$2 | 24 69 | 40 05 |
| 87 1575 02 | 76 93 | 24 | 25 | 49 | 25 | 51 | Free | 32 14 | 63 00 |
| 88 8911 31 | 136 50 | 137 | 132 | 269 | 145 | 54 | \$16 per annum..... | 33 13 | 61 46 |
| 89 4423 25 | 68 33 | 115 | 107 | 222 | 130 | 59 | \$16 per annum..... | 19 92 | 34 02 |
| 90 7496 04 | ..... | 159 | 188 | 347 | 175 | 51 | Free | 21 60 | 42 83 |
| 91 1891 72 | 282 47 | 26 | 43 | 69 | 41 | 60 | Free | 27 42 | 46 15 |
| 92 2011 19 | 962 34 | 24 | 55 | 79 | 49 | 62 | Free | 25 45 | 41 04 |
| 93 14278 31 | 122 01 | 284 | 222 | 506 | 285 | 56 | \$5, \$4.38, \$4..... | 28 21 | 50 09 |
| 94 2641 91 | 21 68 | 36 | 38 | 74 | 36 | 49 | Free | 35 70 | 73 39 |
| 95 3242 64 | 38 | 63 | 41 | 104 | 64 | 62 | Free | 31 18 | 50 67 |
| 96 1543 25 | 506 48 | 27 | 36 | 63 | 37 | 60 | Free | 24 49 | 41 70 |
| 97 1476 79 | ..... | 23 | 22 | 45 | 29 | 64 | Free | 32 82 | 50 93 |
| 98 7842 74 | 40 16 | 80 | 81 | 161 | 89 | 55 | \$3, \$2 | 48 71 | 88 12 |
| 99 2293 67 | 61 74 | 34 | 33 | 67 | 34 | 50 | Free | 34 24 | 67 47 |
| 100 2069 35 | 78 32 | 48 | 45 | 93 | 62 | 66 | \$1.50 and \$2 per quarter.... | 22 25 | 33 37 |
| 101 2375 42 | ..... | 56 | 63 | 119 | 71 | 60 | Free | 20 00 | 33 45 |
| 102 1566 42 | 51 95 | 28 | 27 | 55 | 30 | 55 | \$2 | 28 29 | 52 20 |
| 103 4834 03 | ..... | 85 | 78 | 163 | 104 | 64 | \$2 | 29 66 | 46 48 |
| 104 2617 86 | 431 97 | 20 | 40 | 60 | 33 | 55 | Free | 43 63 | 79 33 |
| 105 3070 59 | ..... | 42 | 90 | 132 | 79 | 60 | Free | 23 26 | 38 87 |
| 106 3400 68 | 135 19 | 54 | 70 | 124 | 67 | 54 | \$1 | 27 43 | 50 76 |
| 1 385426 43 | 22551 44 | 6386 | 6351 | 12737 | 7302 | C.I. 55 H.S. 59 Av. 57 | { 67 free..... } { 39 fee | C. I. 30 98 H. S. 29 89 Av. 30 26 | 56 79 50 87 52 78 |
| 2 348946 45 | 29942 07 | 6056 | 5787 | 11843 | 6454 | C.I. 54 H.S. 55 Av. 55 | { 67 free..... } { 37 fee | C. I. 32 21 H. S. 28 03 Av. 29 47 | 59 89 51 10 54 07 |
| 3 36479 98 | ..... | 330 | 564 | 894 | 848 | C.I. 1 H.S. 4 Av. 2 | 2 fee | dec. C. I. 1 23 inc. H. S. 1 86 Av. inc. .79 | 3 10 dec. 23 " 1 29 dec, |
| 4 | 7390 63 | | | | | | | | |

High Schools.

BRANCHES OF INSTRUCTION.

SUBJECTS.

| Drill (Boys). | Algebra. | Euclid. | Natural Philosophy. | Chemistry. | Botany. | Latin. | Greek. | French. | German. | Music. | Drawing. | Physiology. | Hygiene. | Agriculture. | Household Arts. |
|---------------|----------|---------|---------------------|------------|---------|--------|--------|---------|---------|--------|----------|-------------|----------|--------------|-----------------|
| 1 ... | 35 | 36 | 12 | 5 | ... | 13 | 2 | 21 | ... | 13 | 22 | ... | ... | ... | ... |
| 2 ... | 101 | 101 | 61 | 10 | 3 | 50 | 8 | 54 | 1 | ... | 120 | ... | ... | ... | ... |
| 3 ... | 41 | 41 | 21 | 29 | ... | 16 | 2 | 43 | ... | ... | ... | ... | ... | ... | ... |
| 4 28 | 106 | 106 | 39 | 36 | 37 | 39 | 3 | 24 | ... | 39 | 94 | ... | ... | ... | ... |
| 5 ... | 152 | 164 | 8 | 16 | 51 | 88 | 19 | 97 | 6 | 40 | 79 | ... | ... | ... | ... |
| 6 15 | 33 | 18 | 12 | 4 | 4 | 6 | 1 | 13 | 10 | ... | 30 | ... | ... | ... | ... |
| 7 ... | 200 | 135 | 63 | 65 | 42 | 67 | 21 | 78 | 23 | ... | 184 | ... | ... | ... | ... |
| 8 60 | 62 | 70 | 39 | 38 | 23 | 18 | 2 | 19 | 54 | 31 | 53 | ... | ... | ... | ... |
| 9 ... | 75 | 40 | 8 | 8 | 10 | 20 | 1 | 30 | 8 | ... | ... | 18 | 18 | ... | ... |
| 10 ... | 50 | 53 | 6 | 6 | ... | 27 | 7 | 34 | 9 | 53 | 53 | ... | 53 | ... | ... |
| 11 99 | 90 | 120 | 62 | 62 | ... | 90 | 12 | 70 | 4 | ... | 62 | ... | ... | ... | ... |
| 12 ... | 205 | 205 | 20 | 20 | 15 | 110 | 10 | 120 | 20 | ... | 205 | ... | ... | ... | ... |
| 13 ... | 44 | 46 | 6 | 8 | 2 | 21 | 9 | 21 | ... | ... | 15 | ... | ... | ... | ... |
| 14 ... | 125 | 110 | 28 | 29 | ... | 64 | 9 | 66 | ... | 19 | 120 | ... | ... | ... | ... |
| 15 ... | 100 | 100 | 46 | 35 | 100 | 50 | 12 | 44 | ... | 46 | 46 | ... | ... | ... | ... |
| 16 30 | 80 | 80 | 50 | 50 | 30 | 24 | 12 | 10 | ... | 40 | 40 | ... | ... | ... | ... |
| 17 ... | 56 | 56 | 30 | 9 | 28 | 21 | 5 | 18 | ... | ... | 80 | ... | ... | ... | ... |
| 18 37 | 30 | 33 | 12 | ... | 2 | 15 | 3 | 18 | ... | 9 | 33 | ... | ... | ... | ... |
| 19 92 | 117 | 173 | 17 | 49 | 56 | 79 | 34 | 97 | 16 | ... | 190 | ... | ... | ... | ... |
| 20 63 | 110 | 110 | 50 | 50 | 50 | 45 | 15 | 35 | ... | 110 | 50 | ... | ... | ... | ... |
| 21 ... | 134 | 117 | 30 | 21 | 2 | 82 | 40 | 45 | 15 | 50 | 26 | ... | ... | ... | ... |
| 22 ... | 46 | 46 | 3 | 3 | ... | 18 | 2 | 16 | 1 | ... | 16 | ... | ... | ... | ... |
| 23 ... | 199 | ... | 56 | 76 | 39 | 48 | 17 | 36 | 7 | 102 | 149 | ... | ... | ... | ... |
| 24 20 | 91 | 91 | 12 | 37 | ... | 24 | 6 | 55 | 2 | ... | 36 | ... | ... | ... | ... |
| 25 ... | 23 | 58 | 17 | 17 | 18 | 30 | 10 | 32 | ... | ... | 39 | ... | ... | ... | ... |
| 26 ... | 62 | 62 | 3 | 6 | ... | 7 | 3 | 17 | ... | ... | 62 | ... | ... | ... | ... |
| 27 20 | 68 | 68 | 40 | 40 | ... | 18 | 1 | 47 | 20 | ... | 30 | ... | ... | ... | ... |
| 28 ... | 104 | 104 | 12 | 20 | 20 | 61 | 4 | 27 | ... | 80 | 108 | ... | ... | ... | ... |
| 29 ... | 60 | 55 | 28 | 34 | ... | 24 | 4 | 53 | ... | 26 | 75 | ... | ... | ... | ... |
| 30 58 | 87 | 65 | 10 | 47 | 47 | 44 | 13 | 56 | 21 | 47 | 47 | ... | ... | ... | ... |
| 31 ... | 69 | 63 | 31 | 11 | ... | 25 | 6 | 46 | 1 | ... | 57 | ... | ... | ... | ... |
| 32 ... | 146 | 140 | 8 | 12 | 15 | 40 | 6 | 60 | 12 | 90 | 90 | ... | ... | ... | ... |
| 33 ... | 40 | 40 | ... | ... | ... | 16 | 4 | 25 | 2 | 42 | 42 | ... | ... | ... | ... |
| 34 ... | 205 | 174 | 12 | 12 | ... | 48 | 12 | 65 | 28 | 36 | 34 | ... | ... | ... | ... |
| 35 201 | 511 | 440 | 122 | 138 | 54 | 226 | 60 | 234 | 64 | 260 | 260 | ... | ... | ... | ... |
| 36 30 | 112 | 155 | 63 | 32 | 11 | 25 | 9 | 24 | 16 | 50 | 68 | ... | ... | ... | ... |
| 37 ... | 36 | 36 | 36 | 9 | ... | 9 | ... | 27 | ... | 36 | 36 | ... | ... | ... | ... |
| 38 60 | 139 | 139 | 25 | 25 | 1 | 52 | 6 | 48 | 1 | ... | 130 | ... | ... | ... | ... |
| 39 ... | 72 | 62 | 8 | 8 | ... | 18 | 2 | 25 | ... | 65 | 70 | ... | ... | ... | ... |
| 40 ... | 91 | 91 | 63 | 34 | ... | 28 | 3 | 16 | ... | ... | 91 | ... | ... | ... | ... |

High Schools.

BRANCHES OF INSTRUCTION.

SUBJECTS.

| Drill (Boys). | Algebra. | Euclid. | Natural Philosophy. | Chemistry. | Botany. | Latin. | Greek. | French. | German. | Music. | Drawing. | Physiology. | Hygiene. | Agriculture. | Household Arts. |
|---------------|----------|---------|---------------------|------------|---------|--------|--------|---------|---------|--------|----------|-------------|----------|--------------|-----------------|
| 41.... | 100 | 100 | 20 | 26 | | 34 | 5 | 40 | 5 | | 67 | | | | |
| 42 90 | 118 | 118 | 30 | 45 | 24 | 118 | 15 | 118 | 72 | | 42 | 46 | 46 | | |
| 43.... | 137 | 137 | 58 | 44 | 44 | 30 | 6 | 49 | 3 | | 69 | | | | |
| 44 46 | 87 | 11 | 1 | 1 | | 23 | 4 | 32 | 14 | | | | | | |
| 45 120 | 290 | 290 | 15 | 28 | 14 | 97 | 18 | 142 | 15 | | 280 | 60 | | | |
| 46.... | 38 | 39 | | 27 | 27 | 25 | 10 | 8 | | 14 | 41 | | | | |
| 47 48 | 67 | 64 | 12 | 14 | 11 | 8 | | 14 | | 44 | 70 | | | | |
| 48 42 | 104 | 104 | 32 | 32 | 11 | 37 | 3 | 36 | | 84 | 100 | | | | |
| 49 40 | 60 | 80 | 50 | 50 | 20 | 30 | 4 | 25 | 5 | 60 | 108 | | | | |
| 50.... | 150 | 150 | 42 | 20 | | 28 | 17 | 49 | | 38 | | | | | |
| 51 54 | 54 | 54 | 54 | 42 | 42 | 6 | 1 | 4 | 1 | | 54 | | | | |
| 52.... | 41 | 41 | 6 | | | 17 | 6 | 26 | | 30 | 41 | | | | |
| 53.... | 107 | 107 | 7 | 20 | | 33 | 4 | 36 | 5 | 20 | 100 | | | | |
| 54 18 | 25 | 16 | | 8 | | 6 | | 14 | | 22 | 17 | | | | |
| 55 22 | 60 | 40 | 15 | 4 | 10 | 20 | | 25 | 9 | | | | | | 22 |
| 56 25 | 45 | 40 | 27 | 40 | 40 | 2 | | 10 | | 40 | 40 | | | | |
| 57.... | 50 | 48 | 21 | 21 | | 2 | 2 | 26 | | | 35 | | | | |
| 58.... | 42 | 42 | 30 | 11 | 5 | 12 | 4 | 26 | | 52 | 52 | | | | |
| 59 16 | 37 | 37 | 17 | 17 | 11 | 7 | 2 | 7 | | | | | | | |
| 60.... | 110 | 118 | 35 | 36 | 25 | 35 | 4 | 32 | 18 | | 118 | | | | |
| 61.... | 84 | 82 | 17 | 31 | | 41 | 6 | 32 | 3 | | 81 | | | | |
| 62.... | 134 | 102 | 73 | 40 | | 48 | 10 | 82 | 11 | | 134 | 26 | 26 | | |
| 63 171 | 258 | 258 | 10 | 56 | 39 | 157 | 35 | 214 | 19 | | 59 | | | | |
| 64 46 | 194 | 190 | 40 | 40 | 11 | 87 | 8 | 70 | 12 | | 100 | | | | |
| 65 20 | 40 | 40 | 14 | 14 | | 55 | 1 | 28 | | | | 4 | 4 | | |
| 66.... | 65 | 67 | 15 | 20 | 8 | 16 | 2 | 18 | 5 | | 67 | | | | |
| 67.... | 60 | 82 | 15 | 35 | 12 | 53 | 6 | 38 | 1 | | 90 | | | | |
| 68.... | 167 | 167 | 5 | 5 | 33 | 41 | 10 | 53 | 13 | 60 | 60 | | | | |
| 69.... | 166 | 166 | 20 | 20 | | 66 | 4 | 51 | 6 | | | | | | |
| 70.... | 77 | 79 | 9 | 12 | | 31 | 1 | 37 | | | 79 | | | | |
| 71.... | 141 | 138 | 26 | 26 | | 39 | 7 | 15 | 14 | | 40 | | | | |
| 72.... | 47 | 45 | 5 | 5 | | 17 | 2 | 18 | 10 | | 35 | | | | |
| 73.... | 156 | 156 | 46 | 46 | | 34 | 6 | 96 | 12 | | 156 | | | | |
| 74 53 | 101 | 91 | 45 | 45 | 10 | 32 | 8 | 40 | 4 | 101 | 63 | 45 | 101 | | |
| 75 15 | 34 | 36 | 6 | 38 | 7 | 11 | 2 | 14 | | 20 | 20 | | | | |
| 76.... | 60 | 50 | 25 | 10 | 6 | 15 | 6 | 40 | | | 73 | 1 | | | |
| 77 46 | 76 | 76 | 7 | 7 | 13 | 27 | 5 | 37 | 1 | 50 | | | | | |
| 78.... | 103 | 109 | 7 | 27 | 4 | 49 | 16 | 46 | 7 | 112 | 103 | | | | |
| 79 45 | 120 | 100 | 75 | 15 | 12 | 38 | 7 | 54 | 10 | | | | | | |
| 80 67 | 170 | 170 | 16 | 31 | 52 | 42 | 4 | 100 | | 170 | 170 | | | | |
| 81 50 | 115 | 115 | 36 | 13 | 16 | 26 | 4 | 36 | 4 | 15 | 78 | | | | |
| 82 104 | 96 | 96 | 4 | 6 | 8 | 28 | 5 | 30 | 18 | 15 | 104 | | | | |

VIII.—TABLE H. —The

NUMBER OF PUPILS IN THE VARIOUS

SUBJECTS.

HIGH SCHOOLS.

| | English Grammar. | English Literature. | Composition. | Reading. | Dictation. | History. | Geography. | Arithmetic. | Book-keeping. | Calisthenics (Girls). |
|-----------------------------------|------------------|---------------------|--------------|----------|------------|----------|------------|-------------|---------------|-----------------------|
| 83 Smith's Falls | 51 | 51 | 51 | 51 | 51 | 51 | 51 | 51 | 24 | ..... |
| 84 Smithville | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 47 | 25 |
| 85 Stratford | 267 | 267 | 267 | 267 | 267 | 267 | 267 | 267 | 119 | 148 |
| 86 Strathroy C. I. | 245 | 245 | 245 | 245 | 245 | 245 | 245 | 245 | 120 | 245 |
| 87 Streetsville | 49 | 49 | 49 | 49 | 49 | 49 | 49 | 49 | 39 | 30 |
| 88 St. Catharines C. I. | 269 | 269 | 269 | 196 | 196 | 263 | 263 | 269 | 146 | 85 |
| 89 St. Mary's C. I. | 222 | 222 | 222 | 222 | 222 | 222 | 222 | 222 | 222 | 107 |
| 90 St. Thomas C. I. | 347 | 199 | 347 | 347 | 347 | 347 | 347 | 347 | 214 | 90 |
| 91 Sydenham | 69 | 69 | 69 | 69 | 69 | 69 | 69 | 69 | 3 | ..... |
| 92 Thorold | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 7 | ..... |
| 93 Toronto C. I. | 506 | 506 | 506 | 506 | 450 | 506 | 506 | 506 | 378 | 222 |
| 94 Trenton | 74 | 74 | 74 | 74 | 74 | 74 | 74 | 74 | 50 | ..... |
| 95 Uxbridge | 104 | 104 | 104 | 51 | 51 | 104 | 104 | 104 | 20 | ..... |
| 96 Vankleekhill | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | ..... | ..... |
| 97 Vienna | 45 | 45 | 45 | 45 | 45 | 37 | 37 | 45 | 21 | ..... |
| 98 Walkerton | 161 | 161 | 161 | 161 | 161 | 161 | 161 | 161 | 73 | ..... |
| 99 Wardsville | 67 | 67 | 44 | 67 | 67 | 67 | 67 | 67 | 44 | ..... |
| 100 Waterdown | 93 | 93 | 93 | 93 | 93 | 93 | 93 | 93 | 38 | ..... |
| 101 Welland | 118 | 118 | 118 | 118 | 118 | 117 | 118 | 118 | 47 | 119 |
| 102 Weston | 55 | 55 | 55 | 55 | 55 | 55 | 55 | 55 | 26 | ..... |
| 103 Whitby C. I. | 163 | 118 | 163 | 108 | 149 | 163 | 163 | 163 | 120 | ..... |
| 104 Williamstown | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 35 | ..... |
| 105 Windsor | 132 | 90 | 132 | 132 | 132 | 132 | 132 | 132 | 80 | ..... |
| 106 Woodstock | 124 | 124 | 124 | 80 | 124 | 124 | 124 | 124 | 80 | 60 |
| 1 Total, 1884 | 12577 | 12046 | 12525 | 11792 | 12095 | 12393 | 12448 | 12638 | 7407 | 2231 |
| 2 " 1883 | 11815 | 11259 | 11707 | 9939 | 11236 | 11551 | 11518 | 11767 | 4849 | 1927 |
| 3 Increase | 762 | 787 | 818 | 1853 | 859 | 842 | 930 | 871 | 2558 | 304 |
| 4 Decrease | | | | | | | | | | |
| 5 Percentage of Total Attendance. | 99 | 95 | 98 | 92 | 95 | 97 | 98 | 99 | 58 | 18 |

High Schools.

BRANCHES OF INSTRUCTION.

SUBJECTS.

| Drill (Boys). | Algebra. | Euclid. | Natural Philosophy. | Chemistry. | Botany. | Latin. | Greek. | French. | German. | Music. | Drawing. | Physiology. | Hygiene. | Agriculture. | Household Arts. |
|---------------|----------|---------|---------------------|------------|---------|--------|--------|---------|---------|--------|----------|-----------------|----------|--------------|-----------------|
| 83 | 50 | 50 | 14 | 27 | 19 | 22 | 2 | 29 | 4 | | 41 | | | | |
| 84 25 | 39 | 44 | 13 | 13 | 18 | 8 | 1 | 16 | | 50 | 34 | | | | |
| 85 119 | 249 | 243 | 107 | 31 | 35 | 91 | 17 | 84 | 116 | 234 | 260 | | | | |
| 86 245 | 220 | 245 | 13 | 46 | 135 | 90 | 14 | 95 | 25 | 245 | 232 | | 46 | 135 | |
| 87 30 | 39 | 49 | 30 | 48 | 18 | 18 | 4 | 11 | | | 30 | | | | |
| 88 44 | 252 | 249 | 40 | 49 | 8 | 85 | 82 | 123 | 15 | 106 | 112 | | | | |
| 89 115 | 175 | 222 | 50 | 30 | 95 | 60 | 11 | 65 | 8 | 75 | 222 | | | | |
| 90 159 | 325 | 265 | 127 | 127 | 60 | 144 | 12 | 160 | 45 | 221 | 214 | 60 | 60 | | |
| 91 | 69 | 69 | 32 | 32 | | 16 | 3 | 25 | | 34 | 39 | | | | |
| 92 | 75 | 75 | 10 | 10 | | 12 | 3 | 40 | | | 50 | | | | |
| 93 284 | 506 | 506 | | 270 | 138 | 272 | 48 | 299 | 80 | | 322 | 50 | 50 | | |
| 94 | 52 | 52 | 3 | 12 | 12 | 10 | 10 | 28 | 2 | 50 | 74 | | | | |
| 95 | 104 | 90 | 15 | 15 | 2 | 37 | 13 | 87 | 25 | | | | | | |
| 96 | 50 | 53 | 6 | 18 | 14 | 8 | 2 | 24 | | 45 | 45 | | | | |
| 97 18 | 22 | 2 | 2 | 2 | | 12 | 2 | 19 | | | 8 | | | | |
| 98 | 161 | 161 | 17 | 45 | 15 | 29 | 5 | 27 | 73 | 71 | 161 | | | | |
| 99 | 67 | 67 | 17 | 20 | 8 | 13 | | 14 | | 29 | 44 | | | | |
| 100 | 88 | 93 | 12 | 30 | 14 | 36 | 5 | 30 | | 43 | 93 | | | | |
| 101 119 | 119 | 119 | 18 | 6 | 6 | 89 | 11 | 17 | 6 | | 86 | | | | |
| 102 | 55 | 45 | 9 | 9 | | 26 | 7 | 14 | | | 26 | | | | |
| 103 | 159 | 159 | 18 | 32 | 8 | 80 | 19 | 75 | 7 | 15 | 122 | | | | |
| 104 | 55 | 55 | 12 | 12 | 10 | 15 | 2 | 17 | | 3 | 3 | | | | |
| 105 | 132 | 132 | 7 | 4 | 65 | 21 | | 50 | 1 | | 100 | | | | |
| 106 40 | 124 | 120 | 20 | 20 | 25 | 31 | 3 | 36 | | 20 | 120 | | | | |
| 1 3149 | 11490 | 11002 | 2749 | 3046 | 1880 | 4454 | 927 | 5119 | 1089 | 3428 | 8126 | 310 | 404 | 135 | 22 |
| 2 3073 | 10296 | 10071 | 1208 | 2450 | 1526 | 4439 | 903 | 5318 | 961 | 1360 | 3538 | 415 | 363 | | 18 |
| 3 70 | 194 | 931 | 1541 | 596 | 354 | 15 | 24 | | 128 | 2068 | 4588 | | 41 | | 4 |
| 4 | | | | | | | | 199 | | | | 105 | | | |
| 5 25 | 90 | 86 | 22 | 24 | 15 | 35 | 7 | 40 | 9 | 27 | 66 | 21 ₂ | 3 | 1 | |

IX.—TABLE I.—The

MISCELLANEOUS

| HIGH SCHOOLS. | | Brick, Stone or Frame. | Freehold or Rented. | Size of Playground. | Schools under United Boards. | Number of Maps in School. | Number of Globes in School. | Schools in which the Bible is read. | Schools in which there are daily prayers. | Number of pupils who matriculated at any University. |
|---------------|--------------------|------------------------|---------------------|---------------------|------------------------------|---------------------------|-----------------------------|-------------------------------------|---|--|
| | | | | acres. | | | | | | |
| 1 | Alexandria | B. | F. | 1 | | 12 | 1 | | | |
| 2 | Almonte | S. | R. | 1 | 1 | 12 | 2 | | | 1 |
| 3 | Arnprior | B. | F. | 4 | 1 | 14 | 1 | | | |
| 4 | Aylmer | B. | F. | $\frac{1}{2}$ | | 15 | 1 | | 1 | |
| 5 | Barrie, C. I. | B. | F. | 3 | | 20 | 1 | | | 3 |
| 6 | Beamsville | B. | R. | 2 | 1 | 18 | | | 1 | 1 |
| 7 | Belloville | B. | F. | $\frac{3}{4}$ | 1 | 23 | 2 | 1 | 1 | 8 |
| 8 | Berlin | B. | F. | 6 | | 16 | 1 | 1 | 1 | 2 |
| 9 | Bowmanville | B. | F. | 1 | 1 | 6 | 2 | | | 2 |
| 10 | Bradford | B. | F. | 2 | | 10 | 2 | | | 6 |
| 11 | Brampton | B. | F. | 5 | | 50 | 2 | | 1 | 5 |
| 12 | Brantford, C. I. | B. | F. | $\frac{1}{2}$ | | 20 | 1 | 1 | 1 | 7 |
| 13 | Brighton | B. | F. | $\frac{1}{2}$ | 1 | 19 | 1 | 1 | 1 | 1 |
| 14 | Brockville | S. | F. | $\frac{1}{2}$ | | 26 | 1 | | 1 | 2 |
| 15 | Caledonia | B. | F. | $\frac{1}{2}$ | 1 | 15 | 1 | | 1 | 2 |
| 16 | Campbellford | S. | F. | 1 | 1 | 12 | 1 | | | 1 |
| 17 | Carleton Place | S. | F. | 1 | 1 | 19 | 1 | | 1 | 1 |
| 18 | Cayuga | B. | F. | 1 | | 15 | 1 | | | |
| 19 | Chatham | B. | F. | 5 | 1 | 26 | 5 | 1 | 1 | 3 |
| 20 | Clinton | B. | F. | $3\frac{1}{4}$ | | 12 | 2 | 1 | 1 | 3 |
| 21 | Cobourg, C. I. | B. | F. | $\frac{1}{4}$ | | 25 | 2 | 1 | 1 | 10 |
| 22 | Colborne | B. | F. | 1 | 1 | 11 | | 1 | 1 | 1 |
| 23 | Collingwood, C. I. | B. | F. | 1 | | 23 | 2 | 1 | | 4 |
| 24 | Cornwall | B. | F. | $\frac{1}{2}$ | | 25 | 1 | | 1 | 1 |
| 25 | Dundas | B. | F. | $\frac{1}{2}$ | 1 | 17 | 2 | 1 | 1 | 2 |
| 26 | Dunnville | F. | F. | $\frac{1}{2}$ | | 15 | | | 1 | |
| 27 | Elora | S. | R. | 1 | | 16 | 1 | 1 | 1 | 1 |
| 28 | Farmersville | S. | F. | 2 | | 10 | 1 | 1 | 1 | 1 |
| 29 | Fergus | S. | F. | $\frac{1}{4}$ | 1 | 12 | 2 | 1 | 1 | |
| 30 | Galt, C. I. | S. | F. | 5 | | 52 | 4 | 1 | 1 | 9 |
| 31 | Gananoque | S. | F. | $\frac{1}{2}$ | 1 | 31 | 1 | | 1 | |
| 32 | Goderich | B. | F. | $\frac{1}{2}$ | | 18 | 3 | | 1 | 3 |
| 33 | Grimsby | F. | F. | 1 | | 15 | 2 | 1 | 1 | 1 |
| 34 | Guelph | S. | F. | 4 | 1 | 25 | 1 | | 1 | |
| 35 | Hamilton, C. I. | S. | F. | 250 x 180 | 1 | 56 | 2 | 1 | 1 | 19 |
| 36 | Harriston | B. | F. | 3 | | 17 | 1 | | 1 | 4 |
| 37 | Hawkesbury | B. | F. | 14 | 1 | 21 | 2 | | 1 | |
| 38 | Ingersoll | B. | F. | 2 | 1 | 15 | 1 | 1 | 1 | 17 |
| 39 | Iroquois | S. | F. | 1 | | 15 | 2 | 1 | 1 | 2 |

High Schools.

INFORMATION.

| Number of pupils who entered mer- cantile life. | | Number of pupils who became occu- pied with agriculture. | | Number of pupils who joined any learned profession. | | Number of pupils who left for other occupations. | | Number of pupils in Preparatory Department. | | Number of pupils in Upper School. | | Number of Head Masters and Assistants. | | Salary of Head Master. | | HEAD MASTERS AND THEIR UNIVERSITIES. |
|--|----|---|----|--|-----|---|------|--|--|-----------------------------------|--|---|--|------------------------|--|--------------------------------------|
| | | | | | | | | | | | | | | | | |
| 1 | 5 | 4 | 1 | 4 | 7 | 30 | 2 | 850 | W. D. Johnston, B.A., <i>Toronto</i> . | | | | | | | |
| 2 | 3 | 2 | 9 | 7 | 4 | 3 | 1000 | P. C. McGregor, B.A., <i>Queen's</i> . | | | | | | | | |
| 3 | 2 | 2 | 2 | 7 | 4 | 2 | 850 | L. C. Corbett, B.A., <i>Toronto</i> . | | | | | | | | |
| 4 | 3 | 2 | 4 | 16 | 38 | 2 | 1200 | W. W. Rutherford, B.A., <i>Toronto</i> . | | | | | | | | |
| 5 | 9 | 7 | 21 | 25 | 61 | 5 | 1250 | H. B. Spotton, M.A., <i>Toronto</i> . | | | | | | | | |
| 6 | 3 | 3 | | 3 | 5 | 2 | 750 | A. W. Reavley, B.A., <i>Toronto</i> . | | | | | | | | |
| 7 | 4 | | 4 | 20 | 41 | 4 | 1100 | G. S. Wright, M.A., <i>Toronto</i> . | | | | | | | | |
| 8 | 4 | 2 | 3 | 24 | 35 | 3 | 1200 | J. W. Connor, B.A., <i>Toronto</i> . | | | | | | | | |
| 9 | 3 | 6 | 8 | 1 | 25 | 3 | 1400 | W. W. Tamblin, M.A., <i>Toronto</i> . | | | | | | | | |
| 10 | 2 | 3 | 8 | 3 | 19 | 2 | 1000 | W. Forrest, B.A., <i>Toronto</i> . | | | | | | | | |
| 11 | | | 1 | 30 | 37 | 4 | 1100 | A. Murray, M.A., <i>Aberdeen</i> . | | | | | | | | |
| 12 | | | 3 | | 73 | 8 | 1500 | Wm. Oliver, B.A., <i>Toronto</i> . | | | | | | | | |
| 13 | 1 | 2 | 1 | 8 | 10 | 2 | 900 | G. B. Ward, M.A., <i>McGill</i> . | | | | | | | | |
| 14 | 4 | 3 | 1 | 5 | 15 | 3 | 1200 | Rev. C. L. Worrell, M.A., <i>Trinity</i> . | | | | | | | | |
| 15 | 4 | 5 | 24 | 2 | 24 | 3 | 1000 | L. A. Kennedy, B.A., <i>Victoria</i> . | | | | | | | | |
| 16 | 5 | | | | 15 | 2 | 1050 | A. G. Knight, B.A., <i>Victoria</i> . | | | | | | | | |
| 17 | 8 | 6 | 5 | 2 | 15 | 2 | 800 | J. R. Johnston, B.A., <i>Queen's</i> . | | | | | | | | |
| 18 | | 1 | | 11 | 5 | 2 | 800 | A. Cole, B.A., <i>Toronto</i> . | | | | | | | | |
| 19 | | | 5 | | 41 | 6 | 1200 | A. W. A. Finlay, B.A., <i>Victoria</i> . | | | | | | | | |
| 20 | 5 | 10 | 4 | 20 | 30 | 4 | 1200 | J. Turnbull, B.A., <i>Toronto</i> . | | | | | | | | |
| 21 | 4 | 1 | 14 | 1 | 43 | 4 | 1400 | D. C. McHenry, M.A., <i>Victoria</i> . | | | | | | | | |
| 22 | 6 | 6 | 4 | 5 | 9 | 2 | 800 | H. M. Hicks, M.A., <i>Toronto</i> . | | | | | | | | |
| 23 | 3 | 1 | 52 | 8 | 112 | 5 | 1400 | Wm. Williams, B.A., <i>Toronto</i> . | | | | | | | | |
| 24 | 6 | 5 | 12 | 5 | 18 | 3 | 1000 | J. Smith, M.A., <i>Aberdeen</i> . | | | | | | | | |
| 25 | 5 | 1 | 7 | 17 | 24 | 2 | 1100 | J. Bissonnette, B.A., <i>Queen's</i> . | | | | | | | | |
| 26 | 5 | 1 | | 2 | 13 | 2 | 800 | J. P. Hume, B.A., <i>Queen's</i> . | | | | | | | | |
| 27 | 10 | 15 | 6 | 4 | 18 | 2 | 1000 | A. B. Davidson, B.A., <i>Toronto</i> . | | | | | | | | |
| 28 | 5 | 5 | 1 | 22 | 16 | 2 | 1000 | W. Johnston, M.A., <i>Victoria</i> . | | | | | | | | |
| 29 | 8 | 2 | 5 | 6 | 16 | 2 | 1000 | C. F. McGillivray, M.A., <i>Toronto</i> . | | | | | | | | |
| 30 | 10 | 6 | 14 | 7 | 51 | 5 | 2000 | J. E. Bryant, M.A., <i>Toronto</i> . | | | | | | | | |
| 31 | 1 | 1 | 7 | 1 | 17 | 2 | 1000 | W. K. T. Smellie, B.A., <i>Toronto</i> . | | | | | | | | |
| 32 | 4 | | 14 | | 32 | 4 | 1200 | H. J. Strang, B.A., <i>Toronto</i> . | | | | | | | | |
| 33 | 2 | 4 | 4 | 2 | 6 | 2 | 800 | C. W. Mulloy, B.A., <i>Toronto</i> . | | | | | | | | |
| 34 | 35 | | | 10 | 32 | 4 | 1050 | W. Tytler, B.A., <i>Toronto</i> . | | | | | | | | |
| 35 | 70 | 20 | 19 | 60 | 168 | 15 | 1700 | G. Dickson, M.A., <i>Victoria</i> . | | | | | | | | |
| 36 | 5 | 5 | 8 | 20 | 50 | 3 | 1200 | J. McMurchie, B.A., <i>Toronto</i> . | | | | | | | | |
| 37 | 1 | 3 | 2 | 4 | 14 | 2 | 900 | J. A. Houston, B.A., <i>Trinity</i> . | | | | | | | | |
| 38 | 12 | 10 | 22 | 10 | 24 | 3 | 1000 | F. W. Merchant, M.A., <i>Victoria</i> . | | | | | | | | |
| 39 | 4 | 5 | 3 | 10 | 26 | 2 | 800 | W. A. Whitney, M.A., <i>Victoria</i> . | | | | | | | | |

IX.—TABLE I.—The

MISCELLANEOUS

| HIGH SCHOOLS. | | Brick, Stone or Frame. | Freehold or Rented. | Size of Playground. | Schools under United Boards. | Number of Maps in School. | Number of Globes in School. | Schools in which the Bible is read. | Schools in which there are daily prayers. | Number of pupils who matriculated at any University. |
|---------------|-------------------------|------------------------|---------------------|---------------------|------------------------------|---------------------------|-----------------------------|-------------------------------------|---|--|
| | | | | acres. | | | | | | |
| 40 | Kemptville | B. | F. | 1 $\frac{3}{4}$ | 1 | 8 | 2 | | 1 | |
| 41 | Kincardine | B. | F. | 3 | 1 | 16 | 1 | 1 | 1 | 3 |
| 42 | Kingston, C. I. | S. | F. | 1 | | 21 | 2 | 1 | 1 | 17 |
| 43 | Lindsay | B. | F. | 5 $\frac{1}{2}$ | 1 | 20 | 1 | | 1 | |
| 44 | Listowel | B. | F. | 2 $\frac{1}{2}$ | | 12 | 1 | | 1 | 1 |
| 45 | London, C. I. | B. | F. | 2 $\frac{1}{2}$ | 1 | 17 | 2 | 1 | 1 | 4 |
| 46 | Markham | B. | F. | 2 | | 15 | 1 | | | |
| 47 | Mitchell | B. | F. | 1 | | 20 | 2 | | 1 | |
| 48 | Morrisburg | B. | F. | 3 $\frac{1}{2}$ | 1 | 20 | 1 | 1 | 1 | 4 |
| 49 | Mount Forest | F. | F. | 2 $\frac{1}{2}$ | | 14 | 1 | 1 | 1 | 2 |
| 50 | Napanee | B. | F. | 7 $\frac{1}{2}$ | 1 | 50 | 2 | | 1 | 5 |
| 51 | Newburg | S. | F. | 3 $\frac{1}{4}$ | 1 | 15 | 2 | | 1 | |
| 52 | Newcastle | B. | F. | 1 | 1 | 12 | 1 | | 1 | |
| 53 | Newmarket | B. | F. | 2 | | 25 | 1 | | 1 | 1 |
| 54 | Niagara | B. | F. | 3 $\frac{1}{2}$ | | 20 | 1 | 1 | 1 | |
| 55 | Niagara Falls, South .. | F. | F. | 2 | | 11 | 1 | 1 | 1 | |
| 56 | Norwood | B. | F. | 6 | 1 | 10 | 1 | | 1 | 1 |
| 57 | Oakville | B. | F. | 2 $\frac{3}{4}$ | 1 | 6 | 2 | 1 | 1 | |
| 58 | Oakwood | B. | F. | 4 $\frac{1}{2}$ | | 9 | 1 | 1 | 1 | |
| 59 | Omeme | F. | F. | 3 $\frac{1}{2}$ | 1 | 18 | | | 1 | 1 |
| 60 | Orangeville | B. | F. | 1 $\frac{1}{2}$ | | 27 | 1 | | 1 | 2 |
| 61 | Orillia | B. | F. | 3 | | 10 | 1 | | | 2 |
| 62 | Oshawa | B. | F. | 3 | 1 | 14 | 2 | 1 | 1 | 3 |
| 63 | Ottawa, C. I. | S. | F. | 1 $\frac{1}{2}$ | | 27 | 2 | | 1 | 7 |
| 64 | Owen Sound | B. | F. | 4 $\frac{1}{2}$ | 1 | 30 | | 1 | 1 | |
| 65 | Paris | B. | F. | 4 $\frac{1}{2}$ | 1 | 26 | 1 | 1 | 1 | |
| 66 | Parkhill | B. | R. | 1 | 1 | 6 | 2 | | 1 | |
| 67 | Pembroke | B. | F. | 1 $\frac{1}{2}$ | 1 | 3 | | | 1 | 3 |
| 68 | Perth, C. I. | B. | F. | 5 $\frac{1}{2}$ | 1 | 13 | 2 | 1 | 1 | 3 |
| 69 | Peterboro', C. I. | B. | R. | 2 | 1 | 50 | 1 | 1 | 1 | |
| 70 | Petrolia | B. | F. | 2 | | 20 | | 1 | 1 | |
| 71 | Pictou | B. | F. | 3 $\frac{1}{2}$ | | 12 | | | 1 | 1 |
| 72 | Port Dover | B. | F. | 1 $\frac{1}{2}$ | 1 | 30 | 2 | 1 | 1 | |
| 73 | Port Hope | B. | F. | 1 $\frac{1}{2}$ | | 15 | 2 | 1 | 1 | 2 |
| 74 | Port Perry | B. | F. | 1 $\frac{1}{2}$ | 1 | 25 | 1 | | 1 | 4 |
| 75 | Port Rowan | B. | F. | 2 | 1 | 10 | 1 | | 1 | |
| 76 | Prescott | S. | F. | 1 $\frac{1}{8}$ | 1 | 20 | 3 | 1 | 1 | |
| 77 | Renfrew | B. | F. | 3 | 1 | 10 | | | | 4 |
| 78 | Richmond Hill | B. | R. | 1 $\frac{1}{2}$ | 1 | 24 | 1 | | 1 | 6 |
| 79 | Ridgetown | B. | R. | 1 $\frac{1}{2}$ | | 18 | | 1 | 1 | 1 |
| 80 | Sarnia | B. | F. | 1 $\frac{1}{2}$ | 1 | 20 | 3 | 1 | 1 | |
| 81 | Seaforth | B. | F. | 4 | | 43 | 1 | 1 | 1 | 3 |

High Schools.

INFORMATION.

| Number of pupils who entered mer- cantile life. | | Number of pupils who became occu- pied with agriculture. | | Number of pupils who joined any learned profession. | | Number of pupils who left for other occupations. | | Number of pupils in Preparatory Department. | | Number of pupils in Upper School. | | Number of Head Masters and Assistants. | | Salary of Head Master. | | HEAD MASTERS AND THEIR UNIVERSITIES. | |
|--|----|---|--|--|--|---|--|--|--|-----------------------------------|---|---|--|------------------------|--|---|--|
| | | | | | | | | | | | | | | \$ | | | |
| 40 | | | | | | | | | | 29 | 2 | 800 | | | | W. S. Cody, B.A., <i>Toronto.</i> | |
| 41 | 6 | | | 17 | | 4 | | | | 43 | 3 | 1100 | | | | B. Freer, B.A., <i>Trinity.</i> | |
| 42 | 30 | | | 22 | | | | 22 | | 35 | 6 | 1300 | | | | A. P. Knight, M.A., <i>Queen's.</i> | |
| 43 | 10 | 2 | | 30 | | 15 | | | | 35 | 4 | 1200 | | | | W. O'Connor, M.A., <i>Queen's, Ireland.</i> | |
| 44 | 4 | 1 | | | | 23 | | | | 9 | 2 | 1000 | | | | A. B. McCallum, M.A., <i>Queen's.</i> | |
| 45 | | | | | | | | | | 56 | 8 | 1200 | | | | Rev. F. L. Checkley, B.A., <i>Trinity.</i> | |
| 46 | 2 | | | | | | | 11 | | 5 | 2 | 1000 | | | | W. M. Elliott, M.A., <i>Victoria.</i> | |
| 47 | 9 | 4 | | 10 | | 11 | | | | 22 | 2 | 900 | | | | W. Elliot, B.A., <i>Toronto.</i> | |
| 48 | 5 | 2 | | 30 | | | | | | 28 | 2 | 900 | | | | J. S. Jamieson, M.A., <i>Victoria.</i> | |
| 49 | 4 | 3 | | 2 | | 3 | | | | 26 | 4 | 1150 | | | | J. Reid, B.A., LL.B., <i>Toronto.</i> | |
| 50 | 4 | | | 4 | | | | | | 21 | 4 | 1200 | | | | C. Fessenden, B.A., <i>Toronto.</i> | |
| 51 | 3 | 12 | | | | | | | | 18 | 2 | 800 | | | | D. Hicks, B.A., <i>Toronto.</i> | |
| 52 | 2 | 3 | | | | 7 | | | | 15 | 2 | 800 | | | | W. W. Jardine, B.A., <i>Toronto.</i> | |
| 53 | 3 | 3 | | 5 | | 7 | | | | 25 | 3 | 1000 | | | | J. E. Dickson, B.A., <i>Toronto.</i> | |
| 54 | 4 | 1 | | 1 | | 7 | | | | 5 | 2 | 900 | | | | A. Andrews, <i>Certificate.</i> | |
| 55 | | | | | | | | | | 15 | 2 | 800 | | | | M. M. Fenwick, B.A., <i>Toronto.</i> | |
| 56 | | | | 14 | | 5 | | | | 30 | 2 | 1200 | | | | J. Davidson, M.A., <i>Victoria.</i> | |
| 57 | 1 | | | 10 | | 6 | | | | 18 | 2 | 1050 | | | | N. J. Wellwood, B.A., <i>Toronto.</i> | |
| 58 | 2 | | | 6 | | | | | | 18 | 2 | 775 | | | | J. C. Pomeroy, B.A., <i>Albert.</i> | |
| 59 | 1 | 6 | | 2 | | | | | | 9 | 2 | 800 | | | | J. A. Tanner, M.A., <i>Trinity.</i> | |
| 60 | 10 | 12 | | 24 | | 6 | | | | 46 | 3 | 1200 | | | | A. Steele, B.A., <i>Toronto.</i> | |
| 61 | 8 | 4 | | 1 | | 13 | | 2 | | 30 | 3 | 1000 | | | | J. Ryerson, B.A., <i>Toronto.</i> | |
| 62 | 4 | 5 | | 2 | | 3 | | | | 23 | 3 | 1300 | | | | L. C. Smith, B.A., <i>Victoria.</i> | |
| 63 | 45 | 10 | | 20 | | | | | | 58 | 7 | 1800 | | | | J. Macmillan, B.A., <i>Toronto.</i> | |
| 64 | 30 | 30 | | 10 | | 50 | | | | 44 | 5 | 1200 | | | | H. De La Matter, <i>Certificate.</i> | |
| 65 | 3 | 7 | | 2 | | 6 | | | | 9 | 2 | 1100 | | | | J. W. Acres, B.A. LL.B., <i>Trinity.</i> | |
| 66 | 6 | 6 | | 3 | | 2 | | | | 20 | 2 | 800 | | | | E. M. Bigg, M.A., <i>Toronto.</i> | |
| 67 | 5 | 5 | | 10 | | 10 | | | | 6 | 3 | 1000 | | | | E. Odum, M.A., <i>Victoria.</i> | |
| 68 | 7 | 33 | | 11 | | 9 | | | | 47 | 4 | 1200 | | | | W. Rothwell, B.A., <i>Queen's.</i> | |
| 69 | | | | 1 | | | | 10 | | 17 | 5 | 1200 | | | | W. Tassie, M.A., LL.D., <i>Toronto.</i> | |
| 70 | | | | | | | | | | 11 | 2 | 1000 | | | | S. Phillips, B.A., <i>Victoria.</i> | |
| 71 | | | | | | | | | | 52 | 4 | 1200 | | | | R. Dobson, B.A., <i>Victoria.</i> | |
| 72 | | | | | | | | | | 17 | 2 | 900 | | | | R. A. Barron, B.A., <i>Toronto.</i> | |
| 73 | 4 | 5 | | 15 | | 16 | | | | 46 | 4 | 1300 | | | | A. Purslow, M.A., LL.D., <i>Victoria.</i> | |
| 74 | 10 | 12 | | 6 | | | | | | 38 | 4 | 1400 | | | | D. McBride, B.A., <i>Victoria.</i> | |
| 75 | 4 | 3 | | 6 | | 4 | | | | 13 | 2 | 800 | | | | A. G. Mackay, B.A., <i>Toronto.</i> | |
| 76 | 3 | 1 | | 7 | | 4 | | | | 11 | 2 | 1000 | | | | M. McPherson, M.A., <i>Victoria.</i> | |
| 77 | 3 | 5 | | 10 | | | | | | 13 | 2 | 850 | | | | C. McDowell, B.A., <i>Queen's.</i> | |
| 78 | 6 | 25 | | 7 | | | | | | 30 | 3 | 1000 | | | | J. McBride, M.A., <i>Toronto.</i> | |
| 79 | 3 | 3 | | 2 | | 8 | | | | 26 | 4 | 1200 | | | | G. A. Chase, B.A., <i>Toronto.</i> | |
| 80 | 12 | 20 | | 40 | | 10 | | | | 50 | 3 | 1250 | | | | W. Sinclair, B.A., <i>Toronto.</i> | |
| 81 | 4 | 3 | | 15 | | 14 | | | | 48 | 4 | 1300 | | | | J. C. Harstone, B.A., <i>Toronto.</i> | |

IX.—TABLE I.—The

MISCELLANEOUS

| HIGH SCHOOLS. | Brick, Stone or Frame. | Freehold or Rented. | Size of Playground. | Schools under United Boards. | Number of Maps in School. | Number of Globes in School. | Schools in which the Bible is read. | Schools in which there are daily prayers. | Number of pupils who matriculated at any University. |
|------------------------------|------------------------|---------------------|---------------------|------------------------------|---------------------------|-----------------------------|-------------------------------------|---|--|
| | | | acres. | | | | | | |
| 32 Simcoe..... | B. | F. | 2 | 1 | 40 | 2 | 1 | 1 | 2 |
| 33 Smith's Falls..... | S. | F. | 1 | 1 | 12 | 2 | 1 | 1 | 2 |
| 34 Smithville..... | F. | F. | 1 | | 20 | 2 | 1 | 1 | |
| 35 Stratford..... | B. | F. | 34 | | 28 | 3 | 1 | 1 | |
| 36 Strathroy, C. I..... | B. | F. | 13 | | 15 | 1 | 1 | 1 | 3 |
| 37 Streetsville..... | B. | F. | 12 | | 12 | 2 | | 1 | |
| 38 St. Catharines, C. I..... | B. | F. | 30 | | 30 | 3 | | | |
| 39 St. Mary's, C. I..... | B. | F. | 14 | | 14 | 2 | 1 | 1 | 8 |
| 40 St. Thomas, C. I..... | B. | F. | 2 | 1 | 24 | 2 | 1 | 1 | 7 |
| 41 Sydenham..... | S. | F. | 14 | | 16 | 1 | 1 | | 3 |
| 42 Thorold..... | B. | F. | 2 | | 20 | 1 | | 1 | |
| 43 Toronto, C. I..... | B. | F. | 2 | | 42 | 2 | 1 | 1 | 11 |
| 44 Trenton..... | B. | F. | 1 | 1 | 15 | 1 | 1 | 1 | |
| 45 Uxbridge..... | B. | F. | 2 | 1 | 20 | 2 | | 1 | 4 |
| 46 Vankleekhill..... | B. | F. | 1 | | 9 | 1 | | 1 | |
| 47 Vienna..... | B. | F. | 14 | 1 | 27 | 1 | | 1 | 1 |
| 48 Walkerton..... | B. | F. | 14 | | 16 | 1 | 1 | 1 | |
| 49 Wardsville..... | B. | F. | 2 | 1 | 14 | 1 | | | |
| 50 Waterdown..... | S. | F. | 34 | 1 | 20 | 1 | | 1 | 2 |
| 51 Welland..... | B. | F. | 1 | | 26 | 2 | 1 | 1 | 2 |
| 52 Weston..... | B. | F. | 13 | | 25 | 1 | 1 | 1 | 4 |
| 53 Whitby, C. I..... | B. | F. | 58 | 1 | 58 | 2 | 1 | 1 | 8 |
| 54 Williamstown..... | B. | F. | 1 | 1 | 25 | 2 | | 1 | 6 |
| 55 Windsor..... | B. | F. | 60 x 120 | 1 | 24 | 1 | | | |
| 56 Woodstock..... | B. | F. | 1 | | 10 | 1 | 1 | 1 | |
| | B. S. F. | F. R. | acres. | | | | | | |
| 1 Total, 1884..... | 81 19 6 | 99 7 | 188 | 54 | 2133 | 152 | 55 | 90 | 266 |
| 2 Total, 1883..... | 79 19 6 | 98 6 | 180 | 54 | 1980 | 156 | 53 | 91 | 277 |
| 3 Increase..... | 2 | 1 1 | 8 | | 153 | | 2 | | |
| 4 Decrease..... | | | | | | 4 | | 1 | 11 |

High Schools.

INFORMATION.

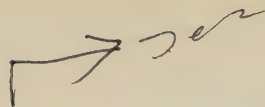
| Number of pupils who entered mercantile life. | Number of pupils who became occupied with agriculture. | Number of pupils who joined any learned profession. | Number of pupils who left for other occupations. | Number of pupils in Preparatory Department. | Number of pupils in Upper School. | Number of Head Masters and Assistants. | Salary of Head Master. | HEAD MASTERS AND THEIR UNIVERSITIES. | |
|---|--|---|--|---|-----------------------------------|--|------------------------|---|---------------------|
| | | | | | | | \$ | | |
| 82 10 | 10 | 12 | 10 | | 15 | 3 | 1200 | D. S. Paterson, B.A., <i>Toronto.</i> | |
| 83 2 | 2 | 2 | 12 | | 3 | 2 | 900 | S. Burwash, B.A., <i>Victoria.</i> | |
| 84 | 7 | 9 | | | 18 | 2 | 775 | A. C. Crosby, B.A., <i>Albert.</i> | |
| 85 10 | 5 | 23 | 15 | | 76 | 8 | 1300 | W. McBride, M.A., <i>Toronto.</i> | |
| 86 8 | 5 | 50 | 20 | | 111 | 5 | 1400 | J. E. Wetherell, B.A., <i>Toronto.</i> | |
| 87 | 4 | 5 | 5 | | 12 | 2 | 750 | A. B. Cooke, B.A., <i>Trinity.</i> | |
| 88 10 | | 5 | 9 | | 96 | 7 | 1600 | J. Henderson, M.A., <i>Toronto.</i> | |
| 89 9 | 6 | 33 | 7 | | 121 | 5 | 1000 | I. M. Levan, B.A., <i>Toronto.</i> | |
| 90 37 | 46 | 8 | 67 | | 68 | 7 | 1550 | J. Millar, B.A., <i>Toronto.</i> | |
| 91 3 | 4 | | 20 | | 27 | 2 | 1200 | J. E. Burgess, M.A., <i>Queen's.</i> | |
| 92 6 | 10 | | 12 | | 24 | 3 | 1200 | A. McCulloch, M.A., <i>Queen's.</i> | |
| 93 43 | 2 | 41 | 43 | 90 | 106 | 12 | 2350 | A. McMurchy, M.A., <i>Toronto.</i> | |
| 94 4 | 4 | | 23 | | 10 | 3 | 1000 | B. N. Davis, B.A., <i>Queen's.</i> | |
| 95 10 | 15 | 3 | 10 | | 34 | 3 | 1300 | J. J. Magee, B. A., <i>Toronto.</i> | |
| 96 | 2 | 7 | | | 23 | 2 | 800 | A. H. Watson, B.A., <i>Toronto.</i> | |
| 97 2 | 2 | 1 | 2 | | 7 | 2 | 850 | C. R. Gunne, B.A., <i>Toronto.</i> | |
| 98 11 | 9 | 3 | 43 | | 51 | 4 | 1100 | J. Morgan, B.A., <i>Toronto.</i> | |
| 99 1 | 6 | 8 | 5 | | 26 | 2 | 800 | W. G. McLachlan, B.A., <i>Toronto.</i> | |
| 100 10 | 13 | 24 | 9 | | 22 | 2 | 1200 | A. Crichton, B.A., <i>Toronto.</i> | |
| 101 12 | 16 | 10 | 14 | | 13 | 3 | 1200 | J. M. Dunn, B.A., LL.B., <i>Toronto.</i> | |
| 102 7 | 8 | 7 | 9 | | 18 | 2 | 1000 | G. Wallace, B.A., <i>Dublin.</i> | |
| 103 6 | 12 | 12 | 20 | | 52 | 7 | 1400 | L. E. Embree, B.A., <i>Toronto.</i> | |
| 114 | | | | | 10 | 2 | 800 | J. A. Monroe, B.A., <i>Victoria.</i> | |
| 115 1 | 3 | 17 | 10 | | 15 | 3 | 1100 | A. Sinclair, M.A., <i>Toronto.</i> | |
| 106 10 | 5 | 4 | 14 | 4 | 29 | 4 | 1200 | D. H. Hunter, B.A., <i>Toronto.</i> | |
| | | | | | | | | 59 Toronto. | 1 McGill. |
| | | | | | | | | 20 Victoria. | 2 Aberdeen. |
| | | | | | | | | 11 Queen's. | 1 Queen's, Ireland. |
| | | | | | | | | 7 Trinity. | 1 Dublin. |
| | | | | | | | | 2 Albert. | 2 Certificate. |
| 1 730 | 571 | 927 | 1004 | 182 | 3022 | 358 | 1098 | High. sal. H.M., \$2,350. Low. H.M., \$750. | |
| 2 768 | 583 | 868 | 1068 | 486 | 2439 | 347 | 1068 | High. sal. H.M., \$2,250. Low. H.M., \$636. | |
| 3 | | 59 | | | 583 | 11 | 30 | High. sal. H. M., \$100. Low. H. M., \$114. | |
| 4 38 | 12 | | 64 | 304 | | | | | |

X.—TABLE K.—A GENERAL STATISTICAL ABSTRACT, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools; also, Normal and Model Schools; from the year 1875 to 1884 inclusive, compiled from Returns in the Education Department.

| No. | SUBJECTS COMPARED. | 1875 | 1876 | 1877 | 1878 | 1879 | 1880 | 1881 | 1882 | 1883 | 1884 |
|-----|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| 1 | Population | | | | | | 1913460 | | | | |
| 2 | Population between the ages of five and sixteen years | 501083 | 502250 | 494804 | 492360 | 494424 | 489924 | 484924 | 483817 | 478791 | 471287 |
| 3 | County High Schools..... | 108 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 106 |
| 4 | Normal and Model Schools..... | 3 | 4 | 4 | 4 | 4 | 4 | 6 | 6 | 6 | 6 |
| 5 | Total Public Schools in operation | 4678 | 4875 | 4355 | 4813 | 4932 | 4941 | 5043 | 5013 | 5058 | 5109 |
| 6 | Total Roman Catholic Separate Schools..... | 156 | 167 | 185 | 177 | 191 | 196 | 195 | 190 | 194 | 207 |
| 7 | Grand Total of all Schools in operation | 4945 | 5150 | 5218 | 5098 | 5281 | 5245 | 5348 | 5313 | 5362 | 5428 |
| 8 | Total Pupils attending County High Schools | 8342 | 8641 | 9229 | 10574 | 12136 | 12910 | 13136 | 12348 | 11843 | 12737 |
| 9 | Total Students and Pupils attending Normal and Model Schools | 700 | 694 | 656 | 608 | 820 | 1090 | 1116 | 1059 | 1098 | 1093 |
| 10 | Total Pupils attending the Public Schools | 451568 | 463243 | 463908 | 463405 | 462283 | 457734 | 451449 | 445364 | 438192 | 439454 |
| 11 | Total Pupils attending the Roman Catholic Sepa- rate Schools | 22673 | 25294 | 24952 | 25610 | 24779 | 25311 | 24819 | 26148 | 26177 | 27463 |
| 12 | Grand Total, Students and Pupils attending Pub- lic, Separate and High, Normal and Model Schools | 483283 | 499772 | 500745 | 500197 | 499908 | 497045 | 490520 | 484919 | 477310 | 480747 |
| 13 | Total amount paid for the Salaries of Public and Separate School Teachers | \$1758100 | \$1838321 | \$1938099 | \$2011208 | \$2072822 | \$2113180 | \$2106019 | \$2144448 | \$2210187 | \$22996027 |
| 14 | Total amount paid for the erection or repairs of Public and Separate School-Houses, and for Libraries and Apparatus, Books, Fuel, Sta- tionery, etc. | 1234980 | 1168135 | 1035390 | 878139 | 760262 | 708872 | 738252 | 882536 | 898243 | 984885 |

| | | | | | | | | | | | |
|----|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 15 | Grand Total paid for Public and Separate School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus, etc. | 2933080 | 3006456 | 2973489 | 2869347 | 2833084 | 2822052 | 2844271 | 3026974 | 3108430 | 3280862 |
| 16 | Total amount paid for High School Teachers' Salaries | 184752 | 195906 | 211607 | 223010 | 241097 | 247894 | 257218 | 263864 | 266317 | 282776 |
| 17 | Total amount paid for erection or repairs of High School houses, maps, apparatus, prizes, fuel, books, etc. | 147260 | 109042 | 132102 | 173000 | 159691 | 166035 | 88632 | 89857 | 82630 | 102690 |
| 18 | Amount paid for other educational purposes | 209434 | 227548 | 257240 | 263510 | 235600 | 232172 | 233209 | 235814 | 240597 | 238469 |
| 19 | Grand Total paid for educational purposes | 3534526 | 3538952 | 3574438 | 3548867 | 3469472 | 3468153 | 3423330 | 3606509 | 3697974 | 3904797 |
| 20 | Total, Public School Teachers | 6018 | 6185 | 6468 | 6473 | 6596 | 6747 | 6922 | 6857 | 6911 | 7085 |
| 21 | Total, Male Teachers | 2645 | 2780 | 3020 | 3060 | 3153 | 3264 | 3362 | 3062 | 2829 | 2789 |
| 22 | Total, Female Teachers | 3373 | 3405 | 3448 | 3413 | 3443 | 3483 | 3560 | 3795 | 4082 | 4296 |
| 23 | Average number of days each Public School has been kept open | 204 | 205 | 204 | 206 | 208 | 208 | 208 | 206 | 207 | 208 |

APPENDICES.



APPENDICES.

APPENDIX A.—PROCEEDINGS FOR THE YEAR, 1885.

1. ORDERS IN COUNCIL.

I. APPOINTMENT OF JAMES McGRATH AS JANITOR OF THE OTTAWA NORMAL SCHOOL (5th March, 1885).

II. NEW READERS.

(a) THIS INDENTURE, made the twenty-sixth day of November, in the year of our Lord one thousand eight hundred and eighty-four,

Between William James Gage, of the City of Toronto, in the County of York, publisher, trading under the name and style of "W. J. Gage and Company," of the first part; The Canada publishing Company (Limited), of the said City, of the second part; Thomas Nelson and William Nelson of the City of Edinburgh, in that part of Great Britain known as Scotland, trading under the name and style of "Thomas Nelson and Sons," of the third part; and Her Majesty the Queen, represented herein by the Honorable the Minister of Education for the Province of Ontario, acting for the Education Department of Ontario, of the fourth part.

Whereas the parties hereto of the first, second and third parts heretofore severally prepared and published, for use in the public schools of Ontario, three series of text books known respectively as the "Canadian Readers," published by the parties hereto of the second part, the "Royal Canadian Readers" published by the parties hereto of the second part, and the "Royal Readers," published by the parties hereto of the third part.

And whereas the Honorable the Minister of Education is causing to be prepared a new and improved series of readers known as the "Ontario Readers," and such series is to be authorized as the only series for use in the Province of Ontario.

And whereas it has now been agreed by and between the parties hereto, that the parties hereto of the first, second and third parts, should for ten years have the sole right to print and publish from electrotypes plates supplied by the said Department, to be paid for as hereinafter provided, such authorized and improved series of readers subject to the covenants and conditions hereinafter contained, and to the terms and conditions of the regulations in that behalf of the said Education Department of Ontario.

Now this Indenture witnesseth, that in consideration of the premises and of the sum of one dollar of lawful money of Canada, the receipt whereof is hereby acknowledged, they, the said parties of the first, second and third parts, do hereby, for themselves, their heirs, executors and administrators covenant with Her Majesty the Queen, Her successors and representatives herein, in manner following, that is to say:—

1. That the parties hereto of the first, second and third parts, their executors, administrators and assigns shall repay to the Honorable the Minister of Education all sums of

money expended by the said Education Department in the composition, sketching, engraving and electrotyping of the said series of readers, such sums not to exceed in all seven thousand five hundred dollars, and each of the said parties hereby undertakes for himself, his executors, administrators and assigns, to pay one-third of such sums so expended by the said Education Department, and the party hereto of the fourth part, undertakes and agrees to deliver simultaneously to each of the parties of the first, second and third parts a set of electrotype plates of each of the books of the said "Ontario Readers," reasonably free from all defects, inspected and tested and approved by the party hereto of the fourth part.

2. And that they, the parties hereto of the first, second and third parts, their executors, administrators and assigns, shall, from time to time, and at all times, observe, perform and fulfil each and every of the terms and conditions of the regulations of the said Education Department respecting the printing and publication of text books, and also the terms and conditions hereinafter contained, and that each and every copy of each and every edition, shall, in every particular, be printed and published by the said parties and each of them in strict conformity therewith.

3. And that the parties hereto of the first, second and third parts, their executors, administrators or assigns, shall submit or cause to be submitted to the said Education Department, sample copies of each and every edition of the said authorized Readers to be hereafter printed and published for sale or use in the Province of Ontario for the approval of such Department as to the mechanical execution of the presswork, binding, and all other mechanical parts of the work, and that without such approval having been first had and obtained no copy of any edition thereof shall be sold or disposed of for use in the said Province of Ontario.

4. And that the paper to be used in any and every edition of the said authorized Readers, and in every copy thereof, shall be equal in quality to the sample prescribed by the Education Department (to wit, at least sixty pounds D royal of good colour and texture and well calendered) and no inferior quality of paper shall, under any pretext whatsoever be used. The presswork and ink shall be first-class throughout, and shall be such as to produce, together with the plates, a clear and distinct impression, and the stitching of each and every book, shall run from top to bottom of each sheet, with broad tapes or extra mull at or near top and bottom and in the centre of the back of each and every book, and shall be attached to the cover, so that the whole binding shall be thoroughly done and durable.

If, however, the said publishers, their executors, administrators or assigns should prefer it, Brehmer's wire may be used, the same to be used with stitching machine with wire staples to extra strong mull running from top to bottom, the stitches being as close as possible to top and bottom, corresponding with sample submitted by the said publishers to the said Department, and no other style of binding except that herein specified shall, without the sanction of the said Education Department, be used by any of the said parties hereto in binding any of the books of the said series of readers; and no copy of any of the said readers which does not in all particulars comply with the foregoing in regard to paper, presswork, typography, ink and binding, shall be sold or disposed of for use in the Province of Ontario.

5. And the said sample copies to be furnished as hereinbefore provided for shall remain on file in the Education Department, and each and every copy of each and every edition published shall in all respects be equal to the sample copy so furnished to and on file in the said Department.

6. And that in case the Minister of Education points out to the said parties of the first, second or third parts, or any of them, their executors, administrators or assigns, any defect or defects in the sample copies so furnished to the said Department as aforesaid, but which defect or defects the Department shall not consider of sufficient import-

ance to cause them to withhold their approval from such edition ; then in such case the said parties of the first, second and third part, his or their executors, administrators or assigns, shall, in the next following edition or issue to that in which said defect shall have been pointed out, correct the same to the satisfaction of the said Department.

7. And that the said authorized series of Readers shall be of the size following, that is to say :—

The First Book, Part I, shall consist of sixty-four pages.

The Second Part of the First Book shall consist of ninety-six pages.

The Second Book shall consist of one hundred and ninety-two pages.

The Third Book shall consist of two hundred and fifty-six pages.

The Fourth Book shall consist of three hundred and twenty pages, each page of each of the said books shall be six inches long, by three and one-half inches wide in the presswork, with a reasonable margin sufficient to make each page at least seven and one-quarter inches long by five inches wide.

And that the books of the said authorized series of Readers shall be sold at retail prices not exceeding the following, namely :—

For the First Book, Part One Ten Cents.

For the First Book, Part Two Fifteen Cents.

For the Second Book Twenty-five Cents.

For the Third Book Thirty-five Cents

For the Fourth Book Fifty Cents.

8. And that, in order that it may be the more easily recognized and ascertained that each and every book of each and every edition of the said authorized "Ontario Readers" to be published and in use in the said Province of Ontario, is not only authorized but approved as to its mechanical execution, contents and otherwise by the said Education Department, the said parties of the first, second and third parts, and each of them, his and their executors, administrators and assigns, shall cause to be printed upon the title page of each and every book of each and every edition, the name of the firm by which such book is published.

9. And that, for the better securing the retail sale of the said authorized Readers at prices not exceeding those above set forth as the maximum retail prices, the said parties of the first, second and third parts, their executors, administrators and assigns, shall make sale to any purchaser buying quantities of such Readers of one dozen and upwards at one time at prices at least twenty per cent lower than the said prescribed retail prices ; and that, to purchasers of the said Readers in lots of the sale value of one thousand dollars nett., the said parties, their executors, administrators and assigns, shall make a further reduction of ten per cent in the price thereof ; and that the said parties of the first, second and third parts and each of them, their executors, administrators and assigns, shall and will, from time to time, and at all times, keep on hand a sufficient quantity of the said Readers to supply all demands of trade and public therefor.

10. And that the Minister of Education, or any person by him appointed in writing for that purpose shall and may from time to time, and at any time during business hours, enter the warehouse and all other business premises or any part thereof of the parties of the first, second and third parts, and each of them, his or their executors, administrators or assigns, for the purpose of inspecting any and every edition or issue of such authorized Readers and every copy thereof, and reporting to the said Education Department whether the same are in accordance with the terms of this Indenture.

11. And that in case the said Education Department shall at any time after the expiration of five years from the date hereof consider that the retail prices of the said series

of "Ontario Readers" heretofore mentioned, or any of the books thereof, should be reduced, the Minister of Education shall appoint an Arbitrator, the parties of the first, second and third parts shall appoint another, and the Chancellor of Ontario, upon the application of the Minister of Education or of the parties of the first, second and third parts, or the joint application of all parties hereto, shall appoint a third, and in case the parties of the first, second and third parts shall for ten days after having been notified in writing of the appointment of an Arbitrator by the Minister of Education omit to appoint an Arbitrator or to notify the Minister of Education in writing of their appointment, then the Chancellor of Ontario may name two Arbitrators to act with the Arbitrator appointed by the Minister of Education and the said parties hereto of the first, second and third parts and each of them, his or their executors, administrators or assigns, shall at any time and at all times when called upon so to do by the Arbitrators or any two of them, furnish the Arbitrators with a detailed statement showing the cost of production and the returns of the sales of any or all of the said Readers, and shall in addition, if so requested, furnish the said Arbitrators or any two of them for inspection all vouchers and books of the respective firms of the said parties of the first, second and third parts which in any way refer to or contain any entry concerning the cost of production and returns of the sales of the said Readers as aforesaid, and that if it shall be deemed by the said Arbitrators or any two of them that an excessive profit is being made by the said parties or any one of them his or their executors, administrators or assigns upon the sale of the said Readers, the retail prices of the same shall be reduced to amounts which the said Arbitrators or any two of them shall deem sufficient to yield a reasonable profit to the said parties and such Arbitrators or any two of them shall upon such appointment have full power to consider the question or questions submitted to them, and to examine all statements, vouchers and books furnished by the said parties and full power to compel the production of such additional statements, vouchers and books to those furnished by the said parties and evidence of any kind whatsoever which they shall deem necessary, with power to examine witnesses upon oath, and their decision in the premises or that of any two of them when given in writing shall be conclusive and binding upon the parties hereto, and the retail price or prices so fixed shall thenceforward govern the price or prices by the dozen and wholesale price or prices as hereinbefore provided for.

12. And that the said parties hereto of the first, second and third parts and each of them, his and their executors, administrators and assigns, will not print or publish nor cause to be printed or published, nor be in any way accessory to the printing or publishing of any edition or copy or copies of the said authorized Readers, in the United States or any where else without the limits of the Province of Ontario, to be sold within the said Province of Ontario.

13. And that the parties hereto of the first, second and third parts and each of them, his and their executors, administrators and assigns, shall not in any way, without the consent in writing of the Minister of Education acting on behalf of the Education Department, sub-let, re-let or assign any portion of the work of printing and publishing the said series of Readers or the whole of such work,

14. And that should any difference of opinion arise between the parties hereto as to the construction to be put upon any of the terms, conditions and agreements herein contained, the same shall be determined by the Chancellor of Ontario, after giving the parties hereto an opportunity of presenting their views, in person or by counsel, and such determination shall be final and conclusive and binding upon the parties to this indenture, upon each of them and upon each of their executors, administrators and assigns.

15. And that upon the Minister of Education giving to the said parties six months' notice, the Education Department may alter or amend the said authorized series of Readers, or any one of them, or any part of any one of them; but that no change shall be made by the parties hereto of the first, second and third parts or any of them, his or their executors, administrators or assigns, in the contents of the said Readers, nor any addition thereto or

omission therefrom, nor any notes or appendices thereto, nor any change in the subject matter thereof, nor in the size of the books, nor in the price of them, nor in the mechanical execution thereof, without the consent in writing of the said Education Department first had and obtained. The notice hereinbefore provided for may be given by publication thereof in two issues of any newspaper published in the City of Toronto and in the *Ontario Gazette*.

16. And that the said parties of the first, second and third parts and their assigns shall have for ten years from the first day of January, in the year of our Lord one thousand eight hundred and eighty-five, the sole right to print and publish within the said Province of Ontario and Dominion of Canada the aforesaid authorized series of Readers, and the said Education Department of Ontario shall not, during that time, allow any other firm or individual to print or publish any of the books of the aforesaid series of "Ontario Readers."

17. And the said parties hereto of the first, second and third parts hereby declare they have abandoned and do and will abandon and hereby abandon all claims in law or in equity which they or either of them may have or have had, or deemed he or they had against the Education Department or the Minister of Education because of the failure or non-continuance of the authorization of the Readers hereinbefore mentioned.

18. And the said parties of the first, second and third parts, and each of them, his and their executors, administrators and assigns hereby agree that if they, their executors, administrators or assigns, or any of them, deliberately disregard the terms of this agreement or fail to carry out the same in a matter of substance the said party or parties shall forfeit all his or their rights under this agreement, and the Minister of Education may apply, on notice to the said party or parties, to any Division of the High Court of Justice for a declaration of such forfeiture, and to restrain such party from further printing, publishing and selling any of the books of the said authorized series of Readers.

19. And that before any edition of the said authorized Readers is printed and published by any of the parties hereto of the first, second and third parts, each of the said parties shall have executed these presents and given to the Honourable the Minister of Education as representing Her Majesty the Queen herein their respective bonds, each in the penal sum of five thousand dollars, with two sureties thereto, each in the sum of two thousand five hundred dollars, for the due observance and fulfilment by each party, his or their executors, administrators and assigns of all the terms, conditions, clauses, agreements, obligations and covenants herein contained.

20. In the several covenants, terms and conditions herein the said parties of the first, second and third parts shall be held to covenant severally for themselves, their executors, administrators and assigns, and not the one for the other.

In witness whereof the parties hereto have hereunto set their hands and seals this twenty-sixth day of November, A.D. 1884.

Signed, sealed and delivered in the presence of

WM. JOHNSTON.

As to signatures of all.

For the Canada Publishing Co. (Limited),

ARTHUR B. LEE, [L.S.]
President.

THOMAS NELSON,
Per JOS. TRAIN GRAY, [L.S.]
his Attorney.

WILLIAM NELSON,
Per JOS. TRAIN GRAY, [L.S.]
his Attorney.

W. J. GAGE, [L.S.]
GEO. W. ROSS, [L.S.]
Minister of Education.

(b) THIS INDENTURE made the fourth day of February, in the year of our Lord one thousand eight hundred and eighty-five,

Between William James Gage, of the City of Toronto, in the County of York, Publisher, trading under the name and style of W. J. Gage and Company, of the first part ;

and

The Canada Publishing Company (Limited), of the same place, of the second part ;

William W. Copp, Henry J. Clark and Charles Fuller, of the same place, trading under the name, style and firm of Copp, Clark and Company, of the third part ;

and

Her Majesty the Queen, represented herein by the Honorable the Minister of Education for the Province of Ontario, acting for the Education Department of Ontario, of the fourth part.

Whereas by an indenture made on or about the twenty-sixth day of November, in the year of Our Lord one thousand eight hundred and eighty-four, between the said William James Gage, the said The Canada Publishing Company (Limited), Thomas Nelson and Sons, and Her Majesty the Queen, of the first, second, third and fourth parts respectively, regarding the publication of a series of Readers, it was agreed by paragraph seven of the said indenture, that

“The First Book, Part One, shall consist of sixty-four pages.

“The Second Part of the First Book shall consist of ninety-six pages.

“The Second Book shall consist of one hundred and ninety-two pages.

“The Third Book shall consist of two hundred and fifty-six pages.

“The Fourth Book shall consist of three hundred and twenty pages.

“And each page of each of the said books shall be six inches long by three and one-half inches wide in the press work, with a reasonable margin sufficient to make each page at least seven and one-quarter inches long and five inches wide.

“And that the books of the said authorized series of Readers shall be sold, at retail prices, not exceeding the following, namely :—

“For the First Book, Part One, ten cents ;

“For the First Book, Part Two, fifteen cents ;

“For the Second Book, twenty-five cents ;

“For the Third Book, thirty-five cents ;

“For the Fourth Book, fifty cents.”

And whereas since the said date the said Thomas Nelson and Sons have, with the consent of Her Majesty the Queen, the party in the said indenture of the fourth part, represented by the Honorable the Minister of Education, assigned, transferred and set over to the said Copp, Clark and Company, the said parties of the third part, all their right, title and interest and benefit in and to the said indenture.

And whereas it has been agreed by and between the said parties as provided for in and by the said indenture, that certain amendments and alterations be made in paragraph seven of the said indenture, which are more fully set out hereinafter.

Now, therefore, it is witnessed, that the said paragraph seven be expunged, and that the following paragraph be substituted therefor :—

" And that the said authorized series of Readers shall be of the size following, that " is to say :—

" The First Book, Part One, shall consist of sixty-four pages.

" The Second Part of the First Book shall consist of ninety-four pages.

" The Second Book shall consist of one hundred and eighty-four pages.

" The Third Book shall consist of two hundred and eighty pages.

" The Fourth Book shall consist of three hundred and forty-four pages.

" And each page of each of the said books shall be six inches long by three and one-half inches wide in the press work, with a reasonable margin sufficient to make each " page at least seven and one-quarter inches long by five inches wide.

" And that the books of the said authorized series of Readers shall be sold at retail prices not exceeding the following, namely :—

" For the First Book, Part One, ten cents ;

" For the First Book, Part Two, fifteen cents ;

" For the Second Book, twenty-five cents ;

" For the Third Book, thirty-five cents ;

" For the Fourth Book, fifty cents ;

And it is hereby expressly declared and agreed by and between the said parties hereto, that save and except as above set out, the said indenture and all the terms, provisions and agreements and conditions, and all and singular every matter and thing therein contained shall remain in full force and effect just in the same way and to the same degree as if these presents had not been executed ; and that the said alterations in paragraph seven shall not be held to affect, alter or vary, add to, or diminish the terms, agreements and conditions in the said indenture contained, and that the said terms, agreements, conditions and all matters and things therein contained and relating or referring to paragraph seven of the said indenture, shall hereafter apply and be construed to apply to the said paragraph hereby substituted therefor.

And it is also understood and agreed by and between the said parties, that any extra expense up to the sum of twenty dollars, occasioned by said alterations in the said Readers, shall fall upon and be borne by the parties of the first, second and third parts hereto, their executors, administrators, successors and assigns, in an equal proportion.

In witness whereof the said parties have hereunto set their hands and seals.

| | | | | |
|--|-------------------|----------|---|--------|
| Signed, sealed and delivered in the presence of | { | (Signed) | W. J. GAGE, | [L.S.] |
| | | " | W. W. COPP, | [L.S.] |
| | | " | HENRY J. CLARK, | [L.S.] |
| | | " | CHARLES FULLER, | [L.S.] |
| | | | For the Canada Publishing Co. (Limited). | |
| (Signed) | JOHN A. PATERSON. | " | ARTHUR B. LEE, | [L.S.] |
| | | " | GEO. W. ROSS, | [L.S.] |
| | | | Minister of Education. | |

III. ESTABLISHMENT OF A HIGH SCHOOL IN THE VILLAGE OF ESSEX CENTRE (23rd June, 1885).

IV. VIENNA HIGH SCHOOL ABOLISHED 31ST DECEMBER, 1885 (24th June, 1885).

V. APPOINTMENT OF MARY G. JOYCE, AS 1ST ASSISTANT, MARGARET A. MILLS, AS 2ND ASSISTANT, AND MARIA E. BUTTERWORTH, AS 3RD ASSISTANT IN THE PROVINCIAL MODEL SCHOOL, OTTAWA (24th June, 1885).

VI. GRANT FOR COLONIAL EXHIBITION (1st October, 1885).

VII. DIRECTING VACCINATION OF CIVIL SERVICE EMPLOYÉS (4th November, 1885).

VIII. HIGH SCHOOLS AT GUELPH AND OWEN SOUND TO RANK AS COLLEGIATE INSTITUTES, JANUARY, 1886 (22nd December, 1885).

2. MINUTES OF DEPARTMENT.

I. APPOINTMENT OF FRANK L. MICHELL, M.A., AS PUBLIC SCHOOL INSPECTOR OF THE TOWNS OF ALMONTE AND SMITH'S FALLS (9th January, 1885).

II. APPOINTMENT OF WILLIAM FERGUSON, AS PUBLIC SCHOOL INSPECTOR OF THE TOWN OF DURHAM (15th January, 1885).

III. APPOINTMENT OF JAMES MCBRIEN, AS PUBLIC SCHOOL INSPECTOR OF THE TOWN OF WHITBY (24th January, 1885).

V. APPOINTMENT OF WILLIAM E. TILLEY, M.A., AS PUBLIC SCHOOL INSPECTOR OF THE TOWN OF BOWMANVILLE (23rd March, 1885).

VI. APPOINTMENT OF WILMOT M. NICHOLS, B.A., AS PUBLIC SCHOOL INSPECTOR OF THE TOWN OF BLLENHEIM (11th June, 1885).

VII. REGULATIONS OF THE EDUCATION DEPARTMENT, AUGUST, 25TH, 1885.

PUBLIC SCHOOLS.

ACCOMMODATION.

1. By section 40 of the Public Schools Act, 1885, Trustees of rural schools are required to provide adequate accommodation for at least two-thirds of the actual residents between the ages of five and twenty-one years. In the case of cities, towns and incorporated villages, there is no limitation.

School Site.

2. Every school site should be on a well travelled road, as far removed as possible from a swamp or marsh, and so elevated as to admit of easy drainage.

3. The school grounds should be properly levelled and drained, planted with shade trees and enclosed by a substantial fence.

4. There should be a well or other means for procuring water, so placed and guarded as to be perfectly secure against pollution from surface drainage or filth of any kind.

5. The area of the school site should not be less than half an acre in extent, and if the school population of the section exceeds seventy-five the area should be one acre.

6 The water-closets for the sexes should be several feet apart, and under different roofs. Their entrances should be screened from observation.

7. Proper care should be taken to secure cleanliness and to prevent unpleasant and unhealthy odors.

8. Suitable walks should be made from the school-house to the water-closets, so that the closets may be reached with comfort in all kinds of weather.

School-house.

9. The school-house should be placed at least thirty feet from the public highway.

10. Where the school population of the section exceeds one hundred, the school-house should contain two rooms; where it exceeds one hundred and fifty, three rooms—an additional room being required for each additional fifty pupils.

11. In each room the area should be at least twelve square feet on the floor, and there should be at least two hundred and fifty cubic feet of air space for each pupil.

12. There should be separate entrances with covered porches and suitable cloak-rooms for boys and girls.

13. The heating apparatus should be so placed as to keep a uniform temperature throughout the room, of at least sixty-seven degrees during the whole day.

14. The windows (both sashes) should be adjusted by weights and pulleys and provided with blinds.

15. Care should be taken to arrange for such ventilation as will secure a complete change of atmosphere three times every hour.

School Furniture.

16. The seats and desks should be so arranged that the pupils may sit facing the teacher. Not more than two pupils should be allowed to sit at one desk, but single-seated desks are preferred.

17. The height of the seats should be so graduated that pupils of different sizes may be seated with their feet resting firmly upon the floor. The backs should slope backwards two or three inches from the perpendicular.

18. The seats and desks should be fastened to the floor in rows, with aisles of suitable width between the rows; passages, at least three feet wide, should be left between the outside rows and the side and the rear walls of the room, and a space, from three to five feet wide, between the teacher's platform and the front desks.

19. Each desk should be so placed that its front edge may project slightly over the edge of the seat behind it. The desk should be provided with a shelf for pupils' books, and the seat should slope a little towards the back.

20. A sufficient number of seats and desks should be provided for the accommodation of all the pupils ordinarily in attendance at the school. There should be at least two ordinary chairs in addition to the teacher's chair.

21. The desks should be of three different sizes. The following dimensions are recommended:—

| AGE OF PUPILS. | CHAIRS OR SEATS. | | | DESKS. | | | |
|--------------------------------|------------------|---------|----------------------|---------|---------|--------|--------------------------|
| | Height. | | Slope of Back. | Length. | | Width. | Height next Pupil. |
| | Front. | Rear. | | Double. | Single. | | |
| Five to Eight years..... | 12 in. | 11½ in. | 2 in. | 36 in. | 18 in. | 12 in. | 22 in. |
| Eight to Ten years..... | 13 " | 12¾ " | 2 " | 36 " | 18 " | 12 " | 23 " |
| Ten to Thirteen years..... | 14 " | 13¾ " | 2½ " | 36 " | 20 " | 13 " | 24 " |
| Thirteen to Sixteen years..... | 16 " | 15½ " | 3 " | 40 " | 22 " | 13 " | 26 " |

Blackboard, Globes and Maps.

22. There should be one blackboard at least four feet wide, extending across the whole room in rear of the teacher's desk, with its lower edge not more than two and a half feet above the floor or platform, and, when possible, there should be an additional blackboard on each side of the room. At the lower edge of each blackboard there should be a shelf or trough five inches wide for holding crayons and brushes.

The following directions for making a blackboard may be found useful:—

(a) If the walls are brick the plaster should be laid upon the brick and not upon the laths as elsewhere; if frame, the part to be used for a blackboard should be lined with boards, and the laths for holding the plaster nailed firmly on the boards.

(b) The plaster for the blackboard should be composed largely of plaster of Paris.

(c) Before and after having received the first coat of color it should be thoroughly polished with fine sand paper.

(d) The coloring matter should be laid on with a wide, flat varnish brush.

(e) The liquid coloring should be made as follows:—Dissolve gum shellac in alcohol, four ounces to the quart; the alcohol should be 95 per cent. strong; the dissolving process will require at least twelve hours. Fine emery flour with enough chrome green or lampblack to give color, should then be added until the mixture has the consistency of thin paint. It may then be applied, in long, even strokes, up and down, the liquid being kept constantly stirred.

23. Every school should have at least (a) one globe not less than nine inches in diameter, properly mounted; (b) a map of Canada; (c) a map of Ontario; (d) maps of the World and of the different Continents; (e) one or more sets of Tablet lessons of Part I. of the First Reader; (f) a standard Dictionary and Gazetteer; (g) a numeral frame; and a suitable supply of crayons and blackboard brushes.

PROGRAMME OF STUDIES.

24. The programme of studies herein prescribed shall be followed by the teacher as far as the circumstances of his school permit. Any modifications deemed necessary should be made only with the concurrence of the Inspector and the Trustees. In French and German Schools the authorized Readers shall be used in addition to any text books in either of the languages aforesaid.

PROGRAMME OF STUDIES FOR PUBLIC SCHOOLS.

| SUBJECT. | 1ST CLASS. | 2ND CLASS. | 3RD CLASS. | 4TH CLASS. |
|--------------------------------------|--|---|---|--|
| READING AND LITERATURE— | Tablet lessons and First Reader. | Second Reader. | Third Reader. | Fourth Reader. |
| SPELLING, ORTHOGRAPHY, AND ORTHOEPY— | Spelling from reading lessons, on slates and orally. | Spelling from reading lessons, on slates and orally. | Spelling with verbal distinctions, on copies, and orally. | Systematic orthography and orthoëpy. |
| WRITING— | Writing on slates and paper. | Writing on slates and paper. | Copy writing. Business forms. | Business forms & accounts. |
| ARITHMETIC— | Numeration and notation to 1,000; addition and subtraction; mental arithmetic. | Numeration and notation to 1,000,000; multiplication and division; mental arithmetic. | Greatest common measure and least common multiple. Elementary reduction. Compound rules. Mental arithmetic. | Vulgar and decimal fractions. Elementary percentage and interest. Mental arithmetic. |
| DRAWING— | The drawing exercises in parts I. and II. First Reader. | Drawing-book No. 1, authorized series. | Drawing-books Nos. 2 and 3. | Drawing books Nos. 4 and 5. |
| GEOGRAPHY— | Conversations concerning the earth. | Local geography and elementary definitions. Map of the world. | Definitions. Simple map geography, N. America and Ontario. Map drawing. | Geography of the Continents, Canada and Ontario. Map drawing. |
| MUSIC— | Rote Singing. | Rote singing. Elements of <i>Musical Notation</i> . | Simple songs. Elementary ideas of written music. | Song Singing. Sacred music. Musical notation. |
| GRAMMAR AND COMPOSITION— | Oral exercises in language. | Oral and written exercises in language. | Classes of words and their inflections. Simple descriptive writing. | Elements of formal Grammar and Composition. |
| HISTORY— | | | History, English and Canadian. | Leading features of English and Canadian History. |
| OBJECT LESSONS— | Form, size, color, weight, common objects (parts and qualities). | Subjects of Class I. continued. | Common objects (source, manufacture, uses, etc.). Animals, birds, plants. | |

See details following.

TEMPERANCE, HYGIENE, DRILL,
(with Calisthenics for Girls),
AND MORAL CULTURE—

GENERAL DIRECTIONS.

First Three Classes.

Reading.—The First Part of the First Reader should be taught from Blackboard and Tablet Lessons. The pupil should practise reading by phrases with the first lesson, and such explanations should be given as may enable him to read intelligently, and in the easy natural manner which characterizes good ordinary conversation. Clearness, fluency, force and naturalness are essential to good reading. As pupils learn to read principally by imitation, the teacher's living voice alone can direct in the matter of accent, inflection, emphasis and pronunciation.

Literature.—It is important that the pupils in all the classes should be required regularly to commit to memory selected passages in prose and verse, to give the meaning of what they read, and to make, from time to time, a summary of the reading lessons, in their own language.

Arithmetic.—Systematic training in mental Arithmetic should prevail in all the classes. Accuracy and expertness in performing elementary operations are of the first importance. Problems based on the elementary rules should be given from the commencement. Great stress should be laid on the solution of questions by the Analytic Method.

Writing.—Neat and legible writing, and the proper formation of the small and capital letters, should be aimed at.

Geography.—The School House and its surroundings, with which the pupils are familiar, should be taken as the first subjects of lessons to give correct ideas of boundary and direction. Map drawing should be practised from the beginning. Definitions in Physical Geography should be fully illustrated in all cases by blackboard drawings or otherwise. The teacher should teach this subject in the first and second classes by means of familiar talks about the natural phenomena of different countries, the peculiarities of different races, the birds and animals of different zones, etc.

Music.—Kindergarten songs with their appropriate actions should be taught the junior classes; staff notation, rote songs, and easy exercises on the blackboard should be taught the other classes.

Drawing.—The drawing exercises in Parts I. and II. of the First Reader are sufficient for the First Class. In the junior Second Class the pupils should be encouraged to expand these exercises into original designs. In the other classes the authorized Drawing Course should be followed.

Grammar.—Grammar should be taught mainly as the basis of composition. The essential parts of the simple sentence; the functions and definitions of the parts of speech, and the rules for inflection, should be arrived at by induction; sentence building, and the correction of common mistakes in English.

Composition.—Nearly every school exercise, whether oral or written, should be made an exercise in Composition. The teacher should use especial care in requiring good English from his pupils in all their answers in class or in conversation.

History.—The principal events in Canadian history, with their bearing upon the progress of Canada, should be discussed. Care should be taken to explain thoroughly our Municipal and Federal forms of Government, and the principal events of English history, without unnecessary details or unimportant dates. The teacher should remember that a comprehension of leading facts and general principles is more valuable than the most accurate knowledge of details, if unaccompanied by ability to distinguish what is important from what is not. Throughout the course the teacher should bear in mind the interesting and valuable lessons that may be deduced from the lives of the men and women who have played a prominent part in history.

Fourth Class.

Reading.—A general knowledge of the elements of vocal expression, with special reference to emphasis, inflection, and pause. The reading, with proper expression, of any selection in the Reader authorized for Fourth Book classes. The pupil should be taught to read *intelligently*, as well as *intelligibly*.

Literature.—The pupil should be taught to give for words or phrases, meanings which may be substituted therefor, without impairing the sense of the passage; to illustrate and show the appropriateness of important words or phrases; to distinguish between synonyms in common use; to paraphrase difficult passages so as to show the meaning clearly; to show the connection of the thoughts in any selected passage; to explain allusions; to write explanatory or descriptive notes on proper or other names; to show that he has studied the lessons thoughtfully, by being able to give an intelligent opinion on any subject treated of therein that comes within the range of his experience or comprehension; and especially to show that he has entered into the spirit of the passage, by being able to read it with proper expression. He should be exercised in quoting passages of special beauty from the selections prescribed, and in reproducing in his own words, the substance of any of these selections, or of any part thereof. He should also obtain some knowledge of the authors from whose works these selections have been made.

Orthography and Orthoëpy.—The pronunciation, the syllabication, and the spelling from dictation, of words in common use. The correction of words improperly spelt or pronounced. The distinctions between words in common use in regard to spelling, pronunciation, and meaning.

Writing.—Besides writing the regular copy-book exercises, the pupil should be taught simple business forms, letter writing and how to keep simple accounts.

Geography.—The form and the motions of the earth. The chief definitions as contained in the authorized text-book: divisions of the land and the water; circles on the globe; political divisions; natural phenomena. Maps of America, Europe, Asia and Africa. Maps of Canada and Ontario, including the railway systems. The products and the commercial relations of Canada.

Grammar.—The sentence: its different forms. Words: their chief classes and inflections. Different grammatical values of the same word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The nature of the clauses in easy compound and complex sentences. The government, the agreement, and the arrangement of words. The correction, with reasons therefor, of wrong forms of words and of false syntax. The parsing of easy sentences. The analysis of simple sentences.

Composition.—The nature and the construction of different kinds of sentences. The combination of separate statements into sentences. The nature and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises:—Changing the voice of the verb; expanding a word or a phrase into a clause; contracting a clause into a word or a phrase; changing from direct into indirect narration, or the converse; transposition; changing the form of a sentence; expansion of given heads or hints into a composition; the contraction of passages; paraphrasing prose or easy poetry. The elements of punctuation. Short narratives or descriptions. Familiar letters.

History.—Outlines of English history; the outlines of Canadian history generally, with particular attention to the events subsequent to 1841. The municipal institutions of Ontario, and the Federal form of the Dominion government.*

Music.—As in authorized Music Course for Public Schools.

Fifth Class.

The programme for the Fifth Class embraces the following subjects:—Reading, Literature, Orthography and Orthoëpy, Writing, Arithmetic, Drawing, Geography, Grammar, Composition, History, Music, Book-keeping, Algebra, Euclid, Physics, Botany, Hygiene, Drill, Calisthenics Moral and Religious Instruction. The course of study under each head is the same as that prescribed for Third Class Teachers. Trustees are recommended not to form a Fifth Class in the Public School in any city, town, or incorporated village, where a High School is situated.

* The examination will be on the outlines of English History, as heretofore, until a suitable text-book, adapted to the present regulations, has been provided by the Department.

General.

Hygiene.—This subject should be taught in the form of familiar lectures and should include temperance, the nature and effects of alcohol upon the system, the importance of cleanliness and a strict observance of the laws of health, dietetics, how to preserve the eyesight, teeth, etc., the dangers of exposure to cold and damp, how to play in order to promote physical culture, etc. At least one hour a week should be devoted to this subject.

Drill and Calisthenics.—The different extension movements prescribed in any text-book on the subject should be frequently practised, not only during recess but during school hours. Accuracy and promptness should characterize every movement. In addition, the boys should be formed into companies and taught the usual squad and company drill, and the girls should be exercised in calisthenics.

Moral and Religious Instruction.—No course of moral instruction is prescribed. The teacher is expected, however, by his personal example as well as by the exercise of his authority and by instruction, to imbue every pupil with respect for those moral obligations which underlie a well formed character. Respect for those in authority and for the aged, courtesy, true manliness, reverence, truthfulness, honesty, etc., can best be inculcated as the occasion arises for referring to them. The religious exercises of the school should be conducted without haste and with the utmost reverence and decorum.

Reviews and Recitations.—Every Friday forenoon should be devoted to a review of the week's work, and the afternoon to exercises tending to relieve the usual routine of the school-room, while promoting the mental and moral culture of the pupils. The teacher should encourage the pupils to prepare dialogues, readings, recitations and songs for the Friday afternoon school-sessions. He should also choose some topic for a familiar lecture, or read some literary selection, making such comments as are likely to promote a love of reading, and quicken the interest of the scholars in the work of the school. The girls should receive suitable instructions in plain sewing.

Agriculture.—In rural schools the subject of agriculture should occupy a prominent place, such points being considered as—the nature of the soil, how plants grow and what they feed upon, how farms are beautified and cultivated, the value of shade trees, what trees to plant and when to plant them, the relation of agriculture to other pursuits, the effect of climate on the pursuits of a people. Poetical selections on rural pursuits, talks on botany and natural history, should form part of the instruction of every Friday afternoon.

DUTIES OF PUPILS.

25. It shall be the duty of every pupil whose name is entered on the register of a Public School (1) to attend punctually and regularly

every day in the school term in which his name is so entered ; (2) to be neat and cleanly in his person and habits ; (3) to be diligent, truthful, honest, kind, courteous, respectful, and obedient ; (4) to conform to all the rules of the school.

26. Any pupil not present at the time prescribed for opening the school may be required to furnish forthwith a written excuse from his parent or guardian, or be denied admittance to the school for the day or half-day, at the discretion of the Principal.

27. Any pupil absenting himself from school, except on account of sickness, shall forfeit his standing in his class, or shall be liable to such other punishment as the teacher may lawfully inflict.

28. No pupil shall be allowed to leave school before the hour appointed for closing, except in case of sickness, or on the request, either oral or written, of the parent or guardian.

29. Any pupil, once admitted to school and duly registered, shall attend at the commencement of each term and continue in attendance regularly until its close, or until he is withdrawn by notice to the teacher to that effect ; and any pupil violating this rule shall not be entitled to continue in such school, or be admitted to any other, until such violation is certified by the parent or guardian to have been necessary and unavoidable.

30. Any pupil guilty of any of the following offences, viz. :—(a) persistent truancy ; (b) violent opposition to authority ; (c) the repetition of any offence after being warned ; (d) habitual and wilful neglect of duty ; (e) the use of profane or improper language ; (f) general bad conduct, injurious to the moral tone of the school ; (g) cutting, marring, destroying or defacing any part of the school property ; (h) writing any obscene words on the fences, water-closets, or any part of the school premises, may be suspended by the teacher for one month, or until such suspension is removed by assurance of better conduct, or by order of the Trustees.

31. Whenever any teacher suspends a pupil for any of the causes herein named, he shall at once notify the parents or guardians, and the Trustees thereof, stating the reasons for such suspension.

32. The parent or guardian of any pupil suspended may appeal to the Trustees against the action of the teacher, and the decision of the Trustees, or of a majority of them, shall be final.

33. Any pupil who shall be adjudged so refractory by the Trustees or by a majority of them, and by the teacher, that his presence in the school is deemed injurious to the other pupils, may be expelled, and no such pupil shall be readmitted to any school without the written consent of the Public School Inspector.

34. Pupils in cities, towns and villages shall attend such school or department as may be designated by the Trustees, and no transfer from one school or department to another shall be allowed without the consent of the Trustees and the Inspector.

35. No pupil who is affected with or exposed to any contagious disease, shall be permitted to attend school until he produces the certificate of a medical man that all danger from his mingling with the other pupils, or from his exposure to the disease, has passed away.

36. Any pupil absenting himself from an examination, or from any portion thereof, without permission of the teacher, shall not be admitted to any public school, except by authority of the Inspector, in writing; and the names of all such pupils shall be immediately reported by the teacher to their parents and the Trustees.

37. Pupils shall be responsible to the teacher for their conduct on the school premises, or in going to or returning from school, except when accompanied by their parents or guardians, or by some person appointed by them, or on their behalf.

38. No pupil shall be allowed to remain in school unless he is furnished with the books and requisites to be used by him in school, but it shall be lawful for the Trustees to supply him with such books and requisites.

39. No pupil shall have the right to attend school unless, and until, he has paid all the fees imposed by the Trustees for the current month or quarter, as the case may be, and for such books, stationery and other supplies as are authorized under the Public Schools Act.

40. Any school property or furniture injured or destroyed by a pupil, must be made good forthwith by the parent or guardian, under penalty of the suspension of the delinquent.

41. Every pupil entitled thereto shall, when he leaves or removes from a school, receive a certificate of good conduct and standing.

School Hours.

42. The school hours shall be from nine o'clock in the forenoon till four o'clock in the afternoon, unless the trustees by resolution prescribe a shorter period.

43. There shall be a recess of not less than ten minutes each forenoon and afternoon, and at least one hour shall be allowed for recreation during the middle of the school day.

DUTIES OF TEACHERS.

44. In every Public School in which more teachers than one are employed the head teacher shall be called the Principal and the other teachers Assistants.

45. The Principal shall prescribe (with the concurrence of the trustees) the duties of the Assistants, and shall be responsible for the organization, classification and discipline of the whole school.

46. It shall be the duty of every teacher in a Public School—

(1) To see that the school-house is ready for the reception of pupils at least fifteen minutes before the time prescribed for opening the school in the morning, and five minutes before the time for opening in the afternoon.

(2) To classify his pupils strictly according to the programme of studies prescribed by the Education Department, and to make no departure from such classification without the consent of the Trustees and the Inspector.

(3) To prepare a time-table to be posted in some conspicuous part of the room for the guidance of himself and pupils.

(4) To teach diligently and earnestly, according to the most approved methods, the various subjects set forth in the programme of studies prescribed from time to time by the Education Department.

(5) To prevent the use by the pupils of unauthorized text-books.

(6) To make at the end of each school term or at such other time as may be approved by the Inspector, and subject to revision by him, such promotions from one class to another as he may deem expedient.

(7) To practise such discipline in his school as would be exercised by a kind, firm, and judicious parent; to reprove with tenderness and becoming deliberation; to aim at governing his pupils through their affections and reason rather than by force; to encourage them to cultivate kindly and affectionate feelings towards one another, respect for one another's rights, politeness in and out of school, honesty, truthfulness, the practice of correct habits and obedience to all persons in authority over them; and to discountenance quarrelling, cruelty to animals, and the use of profane and improper language.

(8) To give strict attention to the proper ventilation and cleanliness of the school-house; to make and enforce such rules as will ensure the keeping of the school grounds and outbuildings in a neat and cleanly condition.

(9) To see that the school grounds, sheds, and water-closets are kept in proper order; that no damage is done to the furniture, fences, outbuildings, or other school property; to give notice in writing to the Trustees of any necessary repairs or supplies.

(10) To employ (unless otherwise provided for), at such compensation as may be fixed by the Trustees, a suitable person to make fires, sweep the rooms, dust the walls, seats, desks, and other furniture; but no assistant teacher or pupil shall be required to perform such duty unless regularly employed for that purpose as herein provided.

(11) To act as librarian of the school and keep such a record of the books as is prescribed by the regulations respecting libraries.

(12) To keep in the prescribed form a register of the daily attendance of the pupils.

(13) To make up all returns to the Inspector or the Education Department, as far as the information required can be supplied from the school register.

(14) To keep the visitors' book, and allow visitors free access to the same.

(15) To attend regularly the Teachers' Institutes held in his county, and to contribute from his experience and observation to their general usefulness.

(16) To give immediate notice to the Trustees of his absence from school through illness or other unavoidable cause.

Collections—Presents—Lost Time.

47. In no school shall collections be taken up or subscriptions received from the pupils, nor shall any bills or other advertisements be distributed by the teacher for any purpose whatever without the consent of the Trustees.

48. Except when severing his connection with the school, no teacher shall receive any presents from the pupils, nor shall he give any medal or prize to any pupil without the consent of the Trustees.

49. No teacher shall make up lost time by teaching on a holiday or during vacations, and any attendance during such time shall be disallowed by the Inspector.

INSPECTORS.

Qualifications.

50. Any person holding either (a) a first-class Provincial certificate, grade A, obtained at the Departmental Examinations, or (b) a degree in arts from any University in Ontario, with first-class honors in one or more of the recognized departments of examination in such University, and furnishing evidence of having taught successfully for five years, (of which at least three years must have been spent in a Public School) shall be eligible to be appointed a Public School Inspector.

County Inspector's Duties.

51. It shall be the duty of every County Inspector—

(1) *To visit each school* under his jurisdiction at least once in each term.

(2) *To spend half a day in each school.* Where a school has several departments, the Inspector should devote half a day to each department. When, however, from the character of the work^{er} done, an

Inspector thinks it would be in the interest of the school to extend his visit over the whole day, he should do so. The half day limit is the average time required for each visit.

(3) *To satisfy himself as to the progress made by the pupils from time to time.* This cannot be done without many memoranda of the standing of each class. It will therefore be necessary for the Inspector to make copious notes in regard to each recitation, showing the condition of each class and the proficiency attained in the several subjects of the curriculum. This part of the work should be thorough and searching; and the conclusions arrived at should be based on the Inspector's own observation.

(4) *To examine into the methods of instruction pursued by the teacher.* To do this the Inspector should require the teacher of the school to teach several lessons in his presence. In this way the teacher's methods can be observed and hints given for improvement should he evince any faults of method or of manner. Great attention should be paid to methods: the proper and logical presentation of a subject is so important that success is impossible without it.

(5) *To teach a few model lessons himself.* The proper method of teaching subjects that are found to be neglected or badly taught by the teacher should be exemplified by the Inspector. Here all the qualities which go to form the model teacher should be exercised. His methods of questioning and of receiving answers, of rousing the enthusiasm of the class, of securing attention, of reaching by apt illustration the judgment of the pupils, are all eagerly watched by the teacher and should serve both as a model and as a stimulus to him in the future.

(6) *To ascertain the nature of the discipline exercised by the teacher.* This no doubt will appear from the attention and diligence of the pupils, without special enquiry. The *manner* of the teacher will very soon indicate the nature of the discipline. It would be well, nevertheless, to ascertain whether corporal punishment is frequently resorted to, and if not, what are the punishments (if any) usually inflicted.

(7) *To examine the registers, maps, seats, and all the internal and external equipments of the school-house* (a) registers: he should see that the register is properly and neatly kept, and ascertain whether or not entries are made therein daily; (b) that the maps are suitable and well preserved; (c) that blackboards are in proper repair, and that crayons and brushes are fully supplied; (d) that the furniture is generally adequate; that proper attention is paid to the heating (e) and ventilation of the rooms; (f) that the fences and out-houses are in proper repair; (g) that the School Library is suitably cared for.

(8) *To report to Trustees in regard to such matters as require their attention.* This duty the Inspector should never neglect. The Trustees of a school expect to be informed and directed as to many matters coming under the cognizance of the Inspector, who is, in a certain sense, their

officer, and is appointed for the very purpose of aiding them in the discharge of their duties. His report, therefore, on the school should be full. Everything coming within the scope of the duties of the Trustees should be mentioned in detail, and in no case should the school grant be withheld, until they have had an opportunity of removing any defect to which their attention has been called.

(9) *To give such advice to teachers as may be deemed necessary.* This part of the Inspector's duty should be performed with tact and delicacy, and perfect frankness. Whatever defects in the teacher's manner, or in his discipline of the pupils, or methods of instruction are discovered during the inspection of the school, should be plainly pointed out. Wherever the Inspector has reason to believe that there is any defect in the organization of the school, or in its classification, or in attention on the part of the pupils, it should be referred to, and the proper remedy suggested. This, of course, should be done privately—not in the presence of the pupils.

(10) *To see that no unauthorized text-books are used in the school.* No books should be placed in the hands of the pupils, except those authorized for their use. Under the disguise of recommending certain works for "home study," many unauthorized text-books are introduced into the school. This should be prevented by the Inspector in the exercise of his authority as an officer of the Education Department.

(11) *To withhold the school grant in certain cases.* Before the school grant is withheld two things are necessary. (1) An opportunity should be afforded the Trustees to remedy the wrong complained of. (2) A full statement of the case should be sent to the Department, and the consent of the Minister of Education obtained. As the grant can be withheld for any violation of the School Act or Departmental Regulations, the power thus conferred should be exercised judiciously, and only when other remedies fail.

(12) *To divide the school grants.* Care should be taken to see that the semi-annual returns of the Trustees are properly added up, and if any doubt exists as to their accuracy they should be compared with the school register. When the division of the grant is made, as required by law, it will be sufficient for the Inspector to send a statement to the Township Treasurer of the amount due each school section, and at the same time to notify the Secretary-Treasurer of each Board of Trustees of the amount due their section. The Trustees can then give an order either to the teacher or to some other person to whom they desire to have the money paid, and on this order the Township Treasurer is authorized to pay the money.

(13) *To decide complaints made within twenty days* in regard to the election of Trustees and other matters. In discharging this duty the Inspector should remember that he is exercising judicial functions and should accordingly proceed with due deliberation. He has a right to withhold his decision until such evidence is produced as he may deem necessary in regard to the question at issue.

(14) *To grant, on examination, temporary certificates.* These certificates should only be granted (1) when petitioned for by a Board of Trustees, and only for the school over which such Board has jurisdiction; and (2) until the date of the next ensuing Departmental Examination; and (3) when it appears that a teacher holding a regular certificate is not available. The consent of the Minister is also necessary in every case.

(15) *To suspend a certificate* when he is fully satisfied that the teacher is incompetent or immoral, or has wilfully violated the school law or the regulations of the Education Department. In the final investigation by which such suspension is to be confirmed or set aside, the fullest opportunity should be afforded the teacher to vindicate himself. Judicial fairness should in this instance also characterize the conduct of the Inspector.

(16) *To visit the County Model School* at least twice in each term. It is very desirable that the Inspector should be present at the opening of the Model School and assist the Principal in its organization. He should also visit the school at least once during the term, and by his presence and counsel encourage the teachers in training in the pursuit of their studies.

City Inspectors.

52. The Inspector of every city or town shall, as far as circumstances admit, be governed by the regulations respecting County Inspectors, and shall, in addition thereto, perform such other duties as may be imposed upon him by the Board of Trustees.

Powers of Inspector.

53. The Inspector, while officially visiting a school, has supreme authority in the school, and has the right to direct teachers and pupils in regard to any or all of the exercises of the school-room. He may either examine the classes himself or direct the teacher to do so. He is at liberty to give such advice to pupils or to the teacher as he may deem necessary. All his counsels, however, should be given in a spirit of kindness, and his authority should be exercised, not with a view to over-awe or intimidate, but to reform abuses, correct mistakes, and inspire confidence and respect. He should be courteous and considerate, and when reproof is necessary it should be tempered with gentleness and sympathy.

HIGH SCHOOLS.

Conditions of Establishment.

54. Any County Council may by resolution recommend the establishment of one or more High schools within its jurisdiction, but such resolution shall take effect only when approved by the Education Department. In asking the concurrence of the Department, parties interested should furnish the Minister of Education with a statement, showing :—

- (1) A certified copy of the resolution adopted by the County Council.
- (2) The distances of the proposed High school from the nearest existing High schools.
- (3) The population of the town or village municipality in which it is proposed to establish the High school.
- (4) The value of taxable property in the High school district.
- (5) The description of the proposed High school building, as regards—
 - (a) Its situation; the extent of its site; size of play-ground; and extent of outside conveniences, etc.
 - (b) A simple plan of the building shewing the number of class-rooms; rooms for teacher; hat, cloak, map and book presses, etc.

55. A written guarantee must be given to the Department by the corporation in which the proposed High school is to be established:—

- (1) That a suitable building distinct from the Public school house will be provided;
- (2) That at least two competent teachers will be employed in the proposed High school;
- (3) That all sums necessary for the efficient support of such High school, not provided by the Legislative and county grants, will be raised by local assessment;
- (4) That the expenses incurred by the Education Department in making the necessary inspection for the purpose of reporting to the Minister of Education will be paid.

56. On receipt of this statement and the report of the High school Inspector to whom the matter may have been referred, the Minister of Education will make such recommendations to the Lieutenant-Governor as he may deem expedient.

Accommodation.

57. In order to be entitled to any portion of the grant voted by the Legislature for High School purposes, the Trustees of every High School shall provide the following:—

- (a) A site of at least half an acre in extent, well fenced, well drained, planted with shade trees, and suitably provided with walks in front and rear.
- (b) A playground, and all other necessary provision for physical exercise.
- (c) A well, or other means for supplying pure drinking water.
- (d) Separate water-closets for the sexes, properly screened from observation.
- (e) A building large enough to provide ample accommodation for every pupil in attendance, with all necessary provision for light, heat, and ventilation, and two entrances with covered porches.

(f) Suitable separate cloak-rooms for boys and girls, furniture, desks, maps, apparatus, black-boards and Library of reference.

(g) A Headmaster, and at least one assistant.

58. In case the High School Inspectors report that the equipment of any High School is insufficient, or that the grounds are too limited in area, or that the school building is inadequate for the accommodation of the pupils, or that the staff or any member thereof is incompetent, the Minister of Education will forthwith notify the Chairman of the Board of Trustees, and on the neglect or refusal of the said Board to comply with the regulations herein contained within a reasonable time, then such High School shall forfeit all claims upon the legislative grant until such time as the regulations are complied with.

COLLEGIATE INSTITUTES.

59. Before any High school can be raised to the status of a Collegiate Institute, the Trustees thereof shall furnish the Minister of Education with a statement, showing :—

(1) The name and literary standing of each master employed, and the subject or subjects of the High school curriculum which he is specially appointed to teach.

(2) The names of the assistants and other teachers occasionally employed, the nature of their duties and the number of their teaching hours per day.

(3) The number of pupils on the school register for each of the two terms next preceding the date of application.

(4) The value of the school property devoted to High school purposes.

(5) The amount expended the previous year in teachers' salaries and maintenance of the school respectively.

(6) The area of the High school site and a simple plan of the building, showing the number of rooms available for school purposes.

(7) A list of the apparatus used in the laboratory, and the cost of the same, the number and names of the maps and the number and names of volumes in the library, and the amount expended for library purposes.

(8) The size and equipments of the gymnasium, and the extent of the outside conveniences.

60. No High School shall hereafter be raised to the status of a Collegiate Institute without such a minimum equipment in the way of library, scientific apparatus, gymnasium, maps, charts and globes, as the maximum required for three or more master schools (not institutes) under regulation 112.

61. Any Collegiate Institute that fails to comply with the conditions prescribed herein for the status of a Collegiate Institute may, on the joint report of the High School Inspectors, be reduced to the rank of a High School, or deprived of the usual legislative grant, at the discretion of the Minister of Education.

ENTRANCE EXAMINATIONS TO HIGH SCHOOLS.

Where Held—Notice to Inspector.

62. At every High School and Collegiate Institute, and at such other places as may be approved by the Minister of Education, there shall be a semi-annual examination for the admission of pupils to High Schools and Collegiate Institutes, in the subjects prescribed for the 4th class of Public Schools, excepting Music and Business forms and Book-keeping.

63. Persons proposing to write at a town or city forming a separate inspectoral division must notify the Inspector of such town or city. In all other cases notice must be sent to the County Inspector, and if more examinations than one are held in the County, the place at which the candidate proposes to write should be named.

64. Applications shall not be received by any Inspector later than the 1st day of June for the summer examination, nor later than the 1st day of December for the winter examination. Where a fee is imposed by the Board of Examiners, all applications must be accompanied by the amount of such fee.

65. The Inspector shall notify the Department not later than the 3rd day of June or the 3rd day of December (as the case may be) in each year, of the number of persons proposing to write at any High school or other place within his jurisdiction.

Presiding Examiner.

66. In cities or towns forming a separate inspectoral division, the Inspector of such city or town shall conduct the examination, and, in conjunction with the Board of Examiners for such city or town, shall read the papers and report to the Department.

67. In counties in which more High schools than one are situated, the Inspector for the county shall elect at which High school he will preside, and shall notify the Department of the choice he makes. In each of the other High schools the Principal of the High school shall preside.

68. In the case of examinations being held where there is no High school, the Inspector shall appoint a presiding Examiner, notice of which appointment shall be sent to the Department; but all such examinations shall be considered as held in affiliation with a High School to be named in such notice, and the Inspector within whose jurisdiction such examination is held shall be a member of the Board of Examiners.

69. Where, from the number of candidates or any other cause, additional presiding Examiners are required, the Inspector shall make such appointments as are necessary, but no person shall be eligible to be appointed presiding Examiner who has any pupils writing for admission at a High school where he is presiding.

70. Where more examinations than one are held in an Inspectoral division the papers will be sent by the Education Department to the Inspector, who shall be responsible for their delivery to the various presiding Examiners within his jurisdiction.

71. The parcel containing the examination papers shall not be opened till the morning of the examination day, nor shall any envelope containing the papers in any subject be opened until the time appointed in the timetable for the examination in such subject.

Duties of Examiners.

72. The presiding Examiner shall be in attendance at the place appointed for the examination at least fifteen minutes before the time fixed for the first subject, and shall see that the candidates are supplied with the necessary stationery, and seated so far apart as to afford reasonable security against copying.

73. He shall open the envelope containing the papers in each subject in full view of the candidates at the time prescribed, and shall place one paper on each candidate's desk.

74. He shall exercise proper vigilance over the candidates to prevent copying, and shall allow no candidate to communicate with another, nor permit any person, except a co-examiner, to enter the room during the examination.

75. He shall see that the candidates cease writing promptly at the proper time, fold and endorse their papers properly, and in every respect comply with the regulations herein contained.

Duties of Candidates.

76. Every candidate shall be in attendance at least fifteen minutes before the time fixed at which the examination is to begin, and shall occupy the seat allotted by the presiding Examiner. Any candidate desiring to move from his allotted place or to leave the room, shall first obtain permission from the presiding Examiner to do so. Any candidate leaving shall not return during the examination in the subject then in hand.

77. Every candidate shall write his answers on one side only of the paper and shall number each answer. He shall arrange the sheets numerically, according to the questions, and fold them once crosswise, endorsing them

with his name, the name of the subject, and the name of the place at which he is examined. No paper shall be returned to a candidate after being placed in the hands of the Examiner.

78. Any candidate who is found copying from another or allowing another to copy from him, or who brings into the examination room any book, note, or paper having any reference to the subject on which he is writing, shall be required by the presiding Examiner to leave the room, and his papers, and the papers of all parties concerned, shall be cancelled.

79. Candidates for examination in Drawing must place their drawing books in the hands of the presiding Examiner on the morning of the first day of the examination. Every exercise must be certified by the teacher as being the candidate's own work, and should shew his progress during, at least, three months. Examiners should inspect the books, and return them to the candidates on the evening of the second day.

Reading and Valuing Papers.

80. At the close of the examination the presiding Examiner shall submit the answers of the candidates to the Board of Examiners, whose duty it shall be to make such arrangements as may be deemed most convenient for reading and valuing the same, and for reporting the results to the Education Department.

81. The papers of the different candidates shall, in order to secure uniformity in valuation, be so distributed, that the same Examiner shall read and value the answers in the same subject throughout.

Marks to be Assigned.

82. In reading the papers the Examiners shall be guided by the following schedule of values:—

Reading, 50 marks ; Drawing, 50 ; Neatness, 35 ; Writing, 20 ; Orthography and Orthöpy, 50 ; Literature, 100 ; Arithmetic, 100 ; Grammar, 100 ; Geography, 75 ; Composition, 100 ; History, 75.

83. The marks for Neatness shall be divided equally among the last seven subjects, and shall be added to the values herein assigned to those subjects. Of the marks for Drawing, 25 will be assigned to the paper on that subject, and a maximum of 25 may be awarded as the result of the inspection of the candidate's drawing book. In examining Reading special attention should be paid to Pronunciation, Emphasis, Inflection and Pause. One mark shall be deducted for each misspelt word wherever it occurs.

84. In every case, the marks shall be distinctly written on the face of each answer. The special marks for Neatness and the marks to be deducted for bad spelling are to be distinctly and separately marked on the candidates' papers in which such marks are allowable.

85. Any candidate who obtains one-third of the marks in each subject (neatness included), and one half of the aggregate may be admitted to a High School by the Board of Examiners, subject to the approval of the Education Department. On receipt of such approval the Board of Examiners shall issue a certificate of admission to each successful candidate.

86. In the case of candidates who fail in reaching the standard above prescribed, but who, in the opinion of the Board of Examiners, should be recommended to the favourable consideration of the Education Department, the Report of the Board should show on what special grounds such recommendation is based.

87. The report of the Examiners, shewing the marks awarded and by whom each set of the papers was read, together with the answers of the candidates, shall be transmitted by the Inspector to the Education Department (charges prepaid) within ten days after the close of the examination.

88. Any candidate may, within one month after the result of the examination has been announced, appeal to the Education Department for a re-reading of his examination papers, providing the grounds of such appeal are specifically stated, and the sum of two dollars deposited with the Department.

Fees of Examiners.

89. Every Examiner presiding or reading and valuing papers shall be entitled to be paid the sum of four dollars for each day during which he is so engaged. Where, however, the County Council agrees to pay the sum of seventy-five cents per candidate, the Board of Examiners shall by resolution determine what sum shall be paid each Examiner.

90. All accounts for stationery, express charges, postage, attendance, presiding, reading and valuing papers, or for any other purpose connected with the examination, shall be certified by at least one Inspector, and shall be forthwith paid as provided in section 42 of the High Schools Act.

91. The Board of Examiners for each High School may at its discretion require each candidate to pay a fee not exceeding one dollar.

School Hours in High Schools.

92. Every High School and Collegiate Institute shall open each school day not later than nine o'clock in the forenoon, and shall close not later than four o'clock in the afternoon. Such intervals for recreation during the day shall be allowed as the Trustees may deem expedient.

Courses of Study.

93. Pupils, on entering the High School, shall pursue one or other of the following Courses:—(a) That prescribed for a High School Commercial

Course. (b) That prescribed for Matriculation into any of the Universities of Ontario, or for the Preliminary Examination of any of the learned professions. (c) That prescribed for a Teacher's Non-professional Certificate. Special Classes for the study of Agricultural Chemistry may be established by the Trustees, with the concurrence of the Head Master.

94. Any High School pupil may take, in addition to the subjects in the course selected, such subjects in any of the other courses as may be agreed upon by his parent or guardian and the Head Master of the High School; but no subject not mentioned in the High School Course of Study shall be taken up by any pupil without the consent of the Education Department.

95. In classifying his pupils, the Head Master shall be guided by the capabilities of his pupils and the circumstances of the school. The Head Master is not restricted in the sub-division of Forms, but he shall make at least two sub-divisions in Form I.

96. It shall be the duty of the Head Master to prescribe the number of pupils in each Form, the division of subjects among his assistants, and the order in which each subject shall be taken up by the pupils—whether or not all the subjects in the Course of Study shall be taught concurrently; also, to make such promotions from one Form to another as he may deem expedient; and generally so to limit the sub-divisions of each Form as will best promote the interests of his pupils.

97. In every High School and Collegiate Institute, Vocal Music should be taught, as well as the theory thereof; Chemistry and Physics should be taught experimentally, and Botany practically; and it shall be the duty of the High School Inspectors to report specially those schools in which this recommendation is not observed. Gymnastics, Drill and Calisthenics shall also form part of the obligatory course.

98. The following subjects, as herein limited, shall constitute the Course of Study in the different Forms:—

Form I.

1. *Reading (oral) and Principles of.*—A general knowledge of the principles of elocution; reading with proper expression, emphasis, inflection, and force.

2. *Orthography and Orthoëpy.*—The pronunciation the syllabication, and the spelling from dictation, of passages from any English author, and the spelling of all non-technical English words

3. *English Grammar.*—Etymology and Syntax; exercises.

4. *Composition.*—The framing of sentences and paragraphs; familiar and business letters; paraphrasing; synonyms; correction of errors: themes based on the prose literature prescribed for this Form.

5. *Literature*.—The critical reading of such works as may be prescribed by the Education Department from time to time.

6. *History*.—The leading events of Canadian and English History.

7. *Geography*.—Political, physical, and mathematical Geography. Map Geography generally; Canada and the British Empire more particularly.

8. *Arithmetic and Mensuration*.—Arithmetic in theory and practice; areas of rectilinear figures, and volumes of right parallelopipeds and prisms; the circle, sphere, cylinder, and cone; Mental Arithmetic.

9. *Algebra*.—Elementary rules; factoring; greatest common measure; least common multiple; fractions; simple equations of one, two, and three unknown quantities; simple problems.

10. *Euclid*.—Book I., with easy problems.

12. *Physics*.—The elements of Physics, as treated in Huxley's Introductory Science Primer and Balfour Stewart's Science Primer.

14. *Botany*.—The elements of structural Botany, including systematic examinations of common plants selected to show variety of structure in the different organs; true nature of the parts of the flower; various forms of roots, structure and uses, how distinguished from underground stems; various forms of stems, bulbs and tubers, herbs, shrubs and trees; nature and position of buds; forms and disposition of foliage leaves; kinds of inflorescence, special forms of flower-leaves, morphology of the calyx, corolla, stamens, and pistil; modifications of the flower due to adhesion, cohesion, and suppression of parts; classification of fruits; the seed and its parts; germination; the vegetable cell; protoplasm; chlorophyll; formation of new cells; various kinds of tissues; intercellular spaces; structure of leaves; exogenous and endogenous growth; food of plants; reproduction in flowering plants; nature of the pollen-grain; fertilization of the ovule; reproduction in ferns; the spore. Outlines of classification; examination and classification of common plants belonging to the following natural orders:—Ranunculaceæ, Cruciferæ, Malvaceæ, Leguminosæ, Rosaceæ, Sapindaceæ, Umbelliferæ, Compositæ, Labiata, Coniferæ, Araceæ, Liliaceæ, Triliaceæ, Iridaceæ, Gramineæ; the characters and general properties of these orders.

15. *Latin*.—The Elementary Latin Book, grammar, composition, and the texts prescribed from time to time by the Education Department.

16. *Greek*.—The Elementary Greek Book.

17. *French*.—The Elementary French Book, grammar, composition, and the texts prescribed from time to time by the Education Department.

18. *German*.—The Elementary German Book, grammar, composition, and the texts prescribed from time to time by the Education Department.

19. *Writing*.

20. *Book-keeping*.—Single and double entry; commercial forms; general business transactions.

21. *Drawing*.—Freehand; practical Geometry; perspective; industrial designs.

22. *Music*.—Vocal and Theoretical.

Form II.

1. *Reading*.—Course for Form I. continued.

2. *Orthography and Orthöpy*.—Course for Form I. continued.

3. *English Grammar*.—Course for Form I. continued. (As prescribed for the Pass Matriculation Examination of the University of Toronto.)

4. *Composition*.—Course for Form I. continued.

5. *Literature*.—The critical study of the texts prescribed from time to time for the Pass Matriculation Examination of the University of Toronto.

6. *English History* (including Colonial History).—From William III. to George III., inclusive. Roman history from the commencement of the second Punic War to the death of Augustus. Greek history from the Persian to the Peloponnesian Wars, both inclusive (University Pass).

7. *Geography, Modern*.—North America and Europe. *Ancient*.—Greece, Italy, and Asia Minor (University Pass).

8. *Arithmetic*.—Course for Form I. continued (University Pass).

9. *Algebra*.—To the end of Quadratics (University Pass).

10. *Geometry*.—Euclid books I., II., III.; easy deductions (University Pass).

12. *Physics*.—Definitions of velocity, acceleration, mass, momentum, force, moment, couple, energy, work, centre of inertia, statement of Newton's Laws of Motion, composition and resolution of forces, condition for equilibrium of forces in one plane. Definition of a fluid, fluid pressure at a point, transmission of fluid pressure, resultant fluid pressure, specific gravity, Boyle's Law, the barometer, air-pump, water-pump, siphon (University Matriculation Examination).

13. *Chemistry*.—Reynolds' Experimental Chemistry (chaps. I to XVI, inclusive).*

14. *Botany*.—Course in Form I. continued.

15. *Latin*.—Examination subjects as prescribed from time to time for Pass Matriculation into the University of Toronto.

16. *Greek* " " " " " " " " " "

17. *French* " " " " " " " " " "

18. *German* " " " " " " " " " "

* The text-book in Chemistry is intended to show teachers how the course is limited. It is not a text-book for pupils.

19. *Writing*.—Course for Form I. continued.
20. *Book-keeping and Commercial Transactions*.—Course for Form I. continued.
21. *Drawing*.—Course for Form I. continued.
22. *Music*.— “ “ “
23. *Precis-writing and Indexing*.
24. *Phonography* (optional).

Form III.

3. *English Grammar*.—Course for Form II. continued.
4. *Composition*. “ “ “ “ “ “
5. *Literature*.—The critical study of the texts prescribed from time to time for Honor Matriculation into the University, Toronto.
6. *History*.—English history under the Houses of Tudor and Stuart.
7. *Geography*.—The British Empire, including the colonies (Honor Matriculation University).
9. *Algebra*.—To the end of Binomial Theorem (Honor Matriculation University).
- 10.—*Geometry*.—Euclid, Books I, to IV. inclusive, Book VI. and definition of Book V. (Honor Matriculation University).
11. *Trigonometry*.—(Honor Matriculation University) The solution of Triangles.
13. *Chemistry*.—Reynolds' Experimental Chemistry chaps. I. to XXVI. inclusive. (University Matriculation Examination.)
14. *Botany*.—The structure and classification of Canadian flowering plants. (University Matriculation Examination).
15. *Latin*.—Examination subjects as prescribed from time to time for Honor Matriculation into the University of Toronto.
16. *Greek* “ “ “ “ “ “ “ “ “
17. *French* “ “ “ “ “ “ “ “ “
18. *German* “ “ “ “ “ “ “ “ “

Form IV.

99. The subjects for study in Form IV. shall be those now prescribed by the University of Toronto for Senior Matriculation, Pass and Honors. As far as possible, the classes shall be the same as those in Forms II. and III.

Commercial Course.

100. Candidates for a diploma in the Commercial Course will be examined at the same time and place, and on the same papers as candidates for second class non-professional certificates.

Graduation Diploma.

101. Any pupil who passes the Departmental or the University examination in any of the courses herein prescribed for Forms II., III. or IV., in High Schools, shall be entitled to a Graduation Diploma signed by the Minister of Education and the Head Master of the High School at which such course was completed.

Certificates of Attendance and Character.

102. In addition to passing the prescribed examination, each candidate for a Graduation Diploma shall submit to the Education Department, through the Head Master, the following documents :—(1) A certificate from the Head Master that the candidate is a High School pupil who has attended for at least one year. (2) A certificate of character signed by the Head Master.

Presentation of Diplomas.

103. Commencement Exercises should be held in each High School or Collegiate Institute, at a suitable time during the Autumn term of each year, at which the Graduation Diplomas may be presented to the successful candidates.

Duties of Teachers and Pupils.

104. The regulations respecting the duties of teachers and pupils in High Schools shall be the same as those affecting teachers and pupils in Public Schools, except as herein otherwise provided.

Qualifications of Head Masters and Assistants.

105. The qualifications for the Headmastership of a High School or Collegiate Institute shall be (a) a degree in Arts obtained after a regular course of study from any chartered university in the British Dominions; and (b) one year's successful teaching either as assistant master in a High School or in a College or a Private School.

106. After the first day of July, 1885, no one shall be deemed qualified for the position of High School Assistant unless he hold a First Class Professional Public School Certificate; or unless he be a Graduate in Arts (as above), or an Undergraduate in Arts of at least two years' standing, who has obtained a professional certificate at a Training Institute.

107. Any teacher who is not qualified as above, but who, on the first day of July, 1885, is employed as an Assistant in a High School or Collegiate Institute, shall be deemed a legally qualified Assistant for such High School, but for no other.

INSPECTION.

108. It shall be the duty of each High School Inspector to visit the High Schools or Collegiate Institutes in the section of the Province assigned to him, at least once in each year; to spend not less than one day in each school having two or three masters; and in schools with four or over four masters, to spend two or more days, as the interests of the school may require.

109. At each visit he shall ascertain by means of an oral or a written examination the standing of the pupils in the departments of English, Classics, Mathematics, Modern Languages and Science; and shall also make enquiry and examination, in such manner as he may think proper, into the efficiency of the staff, the equipment of the school, and all matters affecting the health and comfort of the pupils.

110. He shall report to the Department, one week after his inspection, the result of his observations and enquiry on a form prescribed for that purpose, and in the case of a Collegiate Institute he shall make a special report based on the regulations under which Collegiate Institutes are established, setting forth in detail any departure from the said regulations.

111. No High School Inspector shall, during his incumbency, hold any other office or perform any other duties than those assigned to or prescribed for him, without the permission of the Department.

DISTRIBUTION OF GRANT.

112. On and after the first of July, 1886, the Annual Legislative Grants to High Schools and Collegiate Institutes shall be distributed on the following basis, so far as the annual appropriation made by the Legislature will admit thereof, namely:—

I.—Two Masters' Schools.

| | |
|---|----------|
| (a) Fixed grant | \$400 00 |
| (b) Grant on annual expenditure for teachers' salaries:—20% on salaries over \$1,500 00, <i>max.</i> | 100 00 |
| (c) Grant on total amount invested in equipment:—10% of expenditure [detailed by the High School Boards to the Education Department (in a form to be provided) and <i>annually</i> certified and approved by the High School Inspectors] on the following bases, the maximum recognized expenditure on each being also as follows:— | |

| | | |
|---|-------------|-------|
| (1) Library of reference | \$275 00 | |
| (2) Scientific apparatus, physical and chemical (not including chemicals) | 275 00 | |
| (3) Gymnasium and equipment .. | 250 00 | |
| (4) Charts, maps, and globes | 100 00 | |
| | <i>max.</i> | 90 00 |
| (d) Grant on condition and suitability of school premises:— | | |
| (1) Water-closets, water supply, school grounds, and external appearance of school- building.* | | |
| (2) Class-rooms, halls, waiting-rooms, cap- rooms, teachers' private rooms, desks, blackboards, lighting, heating, and ventilation.* | | |
| | <i>max.</i> | 90 00 |
| (e) Grant on average attendance, being 50c. per unit. | | |

II.—Three or more Masters' Schools (not Institutes).

| | | |
|---|-------------|--------|
| (a) Fixed grant..... | \$400 00 | |
| (b) Grant on annual expenditure for teachers' salaries:— | | |
| (1) Twenty % on salaries over \$1,500 00 | <i>max.</i> | 100 00 |
| (2) Twenty-five % " " \$2,000 00 | " | 500 00 |
| (c) Grant on total amount invested in equip- ment:—10% of expenditure [detailed by the High Boards to the Education Depart- ment (in a form to be provided) and <i>annually</i> certified and approved by the High School Inspectors] on the following bases, the maximum recognized expendi- ture in each being also as follows:— | | |
| (1) Library of reference | \$450 00 | |
| (2) Scientific apparatus, physical and chemical (not including chemicals) | 450 00 | |
| (3) Gymnasium and equipment .. | 325 00 | |
| (4) Charts, maps, and globes | 125 00 | |
| | <i>max.</i> | 135 00 |
| (d) Grant on condition and suitability of school premises:— | | |

* A maximum will be determined, and classes recognized, under each sub-head.

- (1) Water-closets, water supply, school grounds, and external appearance of school-building.*
- (2) Class-rooms, halls, waiting-rooms, cap-rooms, teachers' private rooms, desks, blackboards, lighting, heating, and ventilation.*
- max. 135 00
- (e) Grant on average attendance, being 50c. per unit.

III.—Collegiate Institutes.

- (a) Fixed grant..... \$400 00
- (b) Grant on expenditure for teachers' salaries:—
- | | |
|--|-------------|
| (1) Twenty % on salaries over \$1,500 00 | max. 100 00 |
| (2) Twenty-five % " " 2,000 00 | 500 00 |
| (3) Twenty % " " 4,000 00 | 500 00 |
- (c) Grant on condition and suitability of school-premises :—
- (1) Water-closets, water supply, school grounds, and external appearance of school-building.*
- (2) Class-rooms, halls, waiting-rooms, cap-rooms, teachers' private-rooms, desks, blackboards, lighting, heating, and ventilation.*
- max. 180 00
- (d) Grant on average attendance, being 50c. per unit.
- (e) Special grant, based partly on equipment and partly on qualifications of staff 250 00

COUNTY MODEL SCHOOLS.

GENERAL CONDITIONS.

113. The County Board of Examiners for each county or group of counties shall set apart at least one Public School as a Model School for

* A maximum will be determined, and classes recognized, under each sub-head.

the professional training of Third Class Teachers, subject to the approval of the Education Department.

114. In order to entitle a Public School to be ranked and used for Model School purposes, the following conditions must be complied with:—

(1) The Principal must hold a First Class Provincial Certificate and have at least three years' experience as a Public School teacher.

(2) There must be at least three assistants holding Second Class Provincial Certificates.

(3) The equipment of the school must be equal to that required by the regulations for the fourth class of a Public School.

(4) A room for Model School purposes, in addition to the accommodation required for the Public School, must be provided, either in the same building or elsewhere.

(5) An assistant must be employed to relieve the Principal of Public School work during at least half the day while the Model School is in session.

115. The teachers in training shall attend regularly and punctually during the whole Model School term, and shall be subject to the discipline of the Principal, with an appeal, in case of dispute, to the Chairman of the County Board of Examiners.

116. The Principal shall report at the close of the session the status of each teacher in training, as shown by the daily register.

117. The teachers in training shall be subjected to an examination in practical teaching at the close of the session, and also to a written examination on papers prepared by the Department.

118. In any county where there are two or more Model Schools the County Board shall distribute the students equally among the different schools, and in cases where there may be a deficiency of room in any Model School to accommodate all the students, the County Board may give the preference of admission to such as have gained the highest number of marks at the non-professional examination.

119. Boards of Trustees may impose a fee of not more than five dollars on each teacher in training, and in addition thereto the County Board of Examiners may impose a fee not exceeding two dollars per student as an examination fee in lieu of the amount chargeable against the county for conducting the professional examination.

120. There shall be one session of thirteen weeks in each Model School during the year, beginning on the second Tuesday in September.

121. Each Model School shall be visited at least once during the session by the Departmental Inspector.

Course of Study.

122. The course of study in County Model Schools shall embrace the following:—

(1) *Principles of Education.*—School organization, management, discipline, methods of instruction, and practice in teaching.

(2) *Practical Teaching.*—Such practice in teaching as will cultivate correct methods of presenting subjects to a class and develop the art of school government.

(3) *Physiology and Hygiene.*—(a)—Laws of health, temperance, cleanliness, hours for study, rest, recreation, and sleep. (b)—Heating and ventilation of the school-room. (c)—Functions of the brain, eye, stomach, heart and lungs.

(4) *Music, Drawing and Calisthenics.*—As prescribed for the Fourth Class of Public Schools.

(5) *Review of Non-Professional Work.*—A review of the principal subjects in the Public School curriculum, such as composition, grammar, arithmetic and literature.

(6) *School Law.*—A knowledge of school law, so far as it relates to the duties of teachers and pupils.

Text Books.

123. Every teacher in training shall supply himself with the following text books:—1. A complete set of all the text books prescribed for use in the first four classes of a Public School. 2. Baldwin's Art of School Management. 3. Oscar Browning's Educational Theories.

Final Examination.

124. At the close of the term an examination shall be held by the County Board of Examiners, who shall also determine the minimum marks of each candidate, subject to an appeal to the Education Department. The results of this examination, together with the report of the Principal, will determine the final standing of each student. Although music and drill are optional the Board of Examiners should see that due credit is given for attainments in these subjects. The final examination shall be conducted on the following subjects:

| | Marks. |
|---|--------|
| Education (theory) | 100 |
| Education (methods) | 100 |
| Practical teaching | 100 |
| Physiology and Hygiene | 100 |
| School Law and Regulations | 50 |
| Drawing | 50 |
| Music (optional) | 50 |
| Drill and Calisthenics (optional) | 50 |

TEACHERS' INSTITUTES.

125. In each county or inspectoral division, a Teachers' Institute shall be formed, the object of which shall be to read papers and discuss matters having a practical bearing on the daily work of the schoolroom.

126. The officers of the Institute shall be a president, vice-president, and secretary-treasurer. There shall also be a management committee of five. The officers of the Institute and the management committee shall be elected annually.

127. There shall be at least one meeting of the Institute each year, extending over two or more days, to be called the annual meeting, for the election of officers and the discussion of such matters as may be submitted by the management committee.

128. The session of the annual meeting on the first day shall be from 10 a.m. to 12 m., and from 2 p.m. to 5 p.m.; on the second day from 9 a.m. to 12 m., and from 2 p.m. to 4 p.m.

129. The time and place for holding the annual meeting and the programme for the same, will be arranged by the Education Department on consultation with the Inspector or Inspectors of the county or divisional Institute. A copy of the programme should be sent to every teacher in the county or inspectoral division, at least one month before the time of the meeting. All questions and discussions foreign to the Teachers' work should be avoided.

130. A portion of the afternoon of the second day should be set apart for discussing such matters as affect the relations between the Teacher and the Trustees, of which special notice should be given to every Board of Trustees in the county or inspectoral division.

131. Another meeting, arrangements for which should be made at the annual meeting of the Institute, for the county or inspectoral division, may be held during the year; or in lieu thereof a series of Township Institutes may be held in the townships or union of townships in the county.

132. It shall be the duty of every teacher to attend continuously all the meetings of the Institute held in his county or inspectoral division.

(two days in each half year so spent to be counted as visiting days), and in the event of his inability so to attend, he shall report to his Inspector, giving reasons for his absence.

133. It shall be the duty of the Inspector to furnish the secretary of the Institute with a list of the teachers in his county or inspectoral division. From this list the roll shall be called at the opening of each session. He shall also report to the Department on the form prescribed.

134. The following order of business is recommended.

First Day.

1. Opening.
2. Appointment of committees.
3. Business.
4. Reading and discussion of papers.
5. Lecture in the evening by the Departmental Director of Teachers' Institutes.

Second Day.

1. Opening.
2. Receiving report of Committees.
3. Business.
4. Reading and discussion of papers.
5. Election of Officers.
6. Closing.

135. The Departmental Director of Teachers' Institutes shall attend the annual meeting of each Institute, and shall discuss at least three subjects on the programme, and deliver a public lecture on the evening of the first day.

PROVINCIAL NORMAL AND MODEL SCHOOLS.

General.

136. There shall be two sessions of the Provincial Normal Schools in each year:—The first, opening on the third Tuesday in January, and closing on the third Friday in June; the second, opening on the third Tuesday in August, and closing not later than the twenty-second of December.

137. The hours of daily work shall be from 9 a.m. to 12, and from 1.30 p.m. to 4 p.m. The daily sessions shall be opened and closed as prescribed in the Regulations for Public Schools.

138. The students shall lodge and board at such houses only as are approved by the Principal; and shall not be out of their boarding-house

after 9.30 p.m. Ladies and gentlemen shall not board at the same house. Communication of every kind between the sexes is strictly prohibited.

Duties of the Principal.

139. The Principal shall be responsible for the discipline, classification and organization of the Normal School students; he shall prescribe the duties of the Masters, subject to the approval of the Minister of Education; he shall cause such examinations to be held from time to time as may be deemed necessary, and keep a record of the same; he shall give such directions to the officers of the Normal School as will secure the efficiency of the service.

Duties of the Masters.

140. The Masters shall be responsible to the Principal for the order, discipline, and general progress of their classes; they shall report monthly to the Principal the standing of each student in the subjects of their departments, and, daily, the absence of any student from their classes.

Duties of Students.

141. Every student shall attend regularly and punctually all the classes during the term; he shall conduct himself with becoming courtesy towards his teachers and fellow-students; he shall make reparation for all damage caused by him to furniture or other property belonging to the school, and he shall submit to such discipline as may be required by the Principal or Masters of the Normal School.

Course of Study.

142. The course of study in the Normal Schools shall embrace the history, science and art of education, school organization and management, school hygiene, practical English and English literature, natural science, mathematics, drawing and writing, music, drill and calisthenics, as defined in the Syllabus of Lectures prescribed by the Education Department.

Practical Teaching.

143. Every student shall be required to conduct classes in the Model School, and to teach such subjects as he may be directed, under the supervision of the teachers of the Normal and Model School.

Examinations.

144. At the close of each term an Examination shall be held by Examiners appointed by the Minister of Education. The results of this Examination and of the Examinations held during the term, together with the Reports of the Principal and Masters of the Normal School, and the Teachers of the Model School, shall determine the final standing of each student. A minimum of forty per cent. of the marks obtainable in each

subject and 60 per cent. of the aggregate marks shall be required to entitle the student to a certificate.

Subjects for Final Examination.

| SUBJECT. | TIME. | MARKS Allowed. |
|---|---------|-------------------|
| History of Education | 1 hour. | 100 |
| Science of Education..... | " | 150 |
| Principles and Practice of Education..... | " | 150 |
| School Organization and School Management | " | 150 |
| English Literature..... | " | 100 |
| Practical English..... | " | 100 |
| Hygiene..... | " | 100 |
| Chemistry..... | " | 100 |
| Physics..... | " | 100 |
| Botany..... | " | 100 |
| Zoology..... | " | 100 |
| Drawing..... | " | 100 |
| Writing..... | " | 100 |
| Music..... | " | 100 |
| Calisthenics..... | " | 100 |
| Drill..... | " | 100 |
| Language Lessons, Grammar, etc..... | " | 150 |
| Reading..... | " | 100 |
| Arithmetic..... | " | 150 |
| Algebra..... | " | 100 |
| Practical Teaching in Model School | " | 500 |

Model School.

145. The Masters of the Model School, shall act under the direction of the Principal of the Normal School, and shall be responsible to him for the order, discipline and progress of the pupils attending the Model School.

146. The terms of the Model Schools shall correspond to those in High Schools, and, except to fill up vacancies, pupils shall be admitted only at the beginning of a term.

147. The Regulations respecting pupils in Public and High Schools shall apply to the pupils of the Model School, subject to such variations as may be approved by the Minister of Education on the report of the Principal.

COUNTY BOARD OF EXAMINERS.

148. In every county there shall be a Board of Examiners for examining candidates for Third Class Professional Certificates, and for such other purposes as are prescribed in the Public School Act, consisting of the Inspector or Inspectors of the County, and the Inspector of any city or

town within the territorial limits of the county, and two other persons appointed by the County Council.

149. Any person having three years' experience as a teacher in a Public or High School, and who holds (a) a First Class Provincial Certificate, or (b) a Degree in Arts from any chartered University in the Province of Ontario, or (c) a Certificate as Head Master of a High School, shall be eligible to be appointed a member of a County Board of Examiners.

150. The Board shall be organized by the appointment of a Chairman and Secretary, and accurate minutes of the proceedings of every meeting shall be entered in a book provided for that purpose.

151. The Chairman shall call meetings of the Board for the transaction of such business as may lawfully be brought before it; he shall preside at all meetings of the Board, but in his absence the other members of the Board may elect a Chairman.

152. The County board of Examiners shall—

(a) Investigate all appeals against the action of any Inspector within their jurisdiction who suspends a teacher's certificate, and, where such suspension refers to a Third Class certificate, they shall confirm or set aside such appeal, but in the case of a First or Second Class certificate, they shall report to the Minister of Education

(b) Conduct the professional examination of the Third Class teachers at the close of the Model School term, and award certificates valid for three years, and report the result to the Education Department;

(c) Exercise a general supervision over the County Model School and make recommendations in regard to its location, continuance or improvement, as they may deem expedient.

153. Where the County Council appoints two members to conduct examinations in French or German, as provided in section 170 of the Public School Act, such additional persons shall be members of the Board for all purposes prescribed in the said School Act and in the regulations herein set forth.

154. In preparing examination papers for candidates who write in the French or German language, the standard prescribed for entrance to High Schools shall, as near as possible, be adopted by the examiners.

155. In addition to the examination conducted in the French or German language every candidate for a teacher's certificate shall be required to pass such examinations in English Grammar and in translation from French or German into English as may be required by the Board of Examiners.

156. A fee not exceeding two dollars may be imposed by the County Board of Examiners on each candidate at the professional examination, in lieu of the allowance prescribed in section 171 of the Public School Act.

TEACHERS' CERTIFICATES.

157. Certificates to teach a Public School shall rank as of the First, Second or Third Class; those of the First Class shall be sub-divided into grades A, B and C; those of the Second and Third Class shall be each of one grade only. Third Class Certificates shall be valid for three years.

158. There shall be two examinations for granting certificates, one for testing the literary attainments of the candidates, to be known as the non-professional examination; the other at a County Model School for Third Class teachers;—at a Provincial Normal School for Second Class teachers;—and at a Training Institute for First Class Teachers, to be known as the Professional Examination for each class respectively.

159. The holder of the Ontario Art School Certificate, grade B, will be exempted from the examination herein prescribed in Drawing for Non-Professional Certificates of every class and grade.

Third Class Non-Professional Certificates.

160. Candidates for a Third Class Non-Professional Teachers' Certificate will be examined in the following subjects as prescribed for Form I. of the High School Course of Study, viz.:—Nos. 1-10, 19, 20 and 21, with an option between 15, 17, 18, and group 12 and 14.

161. When a Third Class certificate has expired, the holder thereof may, on passing the Departmental examination, obtain a renewal of the same for a period of three years, subject to attendance at a County Model School; at the discretion of the County Board of Examiners.

162. In the case of such applicants for a renewal of Third Class Certificates as take the minimum number of marks in each subject, but fail in the aggregate, a bonus not exceeding 200 marks for efficiency and aptitude in teaching may be allowed on the report and at the discretion of the County Inspector.

163. A holder of a Third Class Certificate who passes the Non-Professional examination for any certificate of a higher grade shall, on application to the County Board of Examiners, and on proof of his efficiency as a teacher, be entitled to have such Third Class Certificate extended, by endorsement, for a period not exceeding three years from the date of such examination, but no certificate shall be extended for a longer period than three years without re-examination.

164. In case of an emergency, such as a scarcity of teachers, or for any other special cause, Third Class Certificates may be extended by the Minister of Education, on the joint request of any Board of Trustees and the County Inspector; but all such extensions shall be limited to the school on whose behalf the request is made.

165. A temporary certificate may be given by the County Inspector under the conditions stated in regulation 51 (14).

Second Class Non-Professional Certificates.

166. Candidates for a Second Class Non-Professional Teachers' Certificate will be examined in the following subjects as prescribed for Form II. of the High School Course of Study, excepting Ancient History and Geography, viz.:—Nos. 1-10, 13, 21, with an option between 15, 17, 18, group 12 and 14, and group 19, 20, and 23. Candidates who do not take the commercial option for Second Class, shall pass the Third Class Non-Professional examination in Nos. 19 and 20.

First Class Non-Professional Certificates—Grade C.

167. Candidates for a First Class Non-Professional Certificate Grade C will be examined in the following subjects as prescribed for Form III. of the High School Course, viz.:—Nos. 3, 4, 5, 6, 7, 9, 10, 11, 13 and 14 of Form III., and also 12 of Form II. At the examination in Botany, candidates will be expected to describe and classify a submitted specimen of a Canadian flowering plant. Only such candidates as pass the Second Class Non-Professional examination will be eligible to write for First "C," but both examinations may be taken the same year.

168. Candidates who, in addition to the Departmental Second Class Non-professional examination, have passed the junior matriculation examination of Toronto University with first class honors in Mathematics, English, and History and Geography, or an equivalent examination in any of the chartered Universities of Ontario, shall be awarded a First C Non-professional certificate without further examination.

Grades A and B.—Non-Professional.

169. Candidates for a Departmental Certificate, Grade A or B, taking the Departmental examinations, shall not be eligible to write for this grade until they have first passed the examination required for Grade C, but nothing herein contained shall prevent a candidate from writing at both examinations the same year. A candidate for Grade A or B will be allowed an option between English and Mathematics.

170. Graduates in Arts who have proceeded regularly to their degree, and who, at their final examination, have taken First or Second Class Honors in one of the departments of Science, Classics, Mathematics or Modern Languages, or in the department of Mental and Moral Science and Civil

Polity, shall, on application to the Education Department, receive a First Class Non-Professional Certificate, grade A or B, according as the Honors were First or Second Class.

171. Non-Professional examinations for First Class Certificates, Grade A or B, shall be limited as follows:—

Department of English.

Composition.—History and Etymology of the English Language; Rhetorical Forms; Prosody.

Books of Reference; Earle's Philology of the English Tongue; Abbot and Seeley's English for English People; Bain's Composition and Rhetoric, or Hill's Rhetoric; Marsh's English Language and Literature, Lectures VI. to XI. inclusive.

Literature:

1. History of English Literature, from Chaucer to the end of the reign of James I. Books of Reference: Craik's History of the English Literature and Language, or Arnold's Literature, English Edition; Marsh's English Language and Literature, Lectures VI. to XI. inclusive.

2. Specified works of standard authors as prescribed from time to time by the Department.

History:

Greece.—The Persian to the Peloponnesian War inclusive.—Cox's History of Greece (unabridged).

Rome.—From the beginning of the Second Punic War to the death of Julius Cæsar.—Mommsen's History of Rome.

England.—The Tudor and Stuart Periods, as presented in Green's Short History of the English People, Macaulay's History of England (or Franck Bright's History of England, Second Volume), and Hallam's Constitutional History.

Canada.—Parkman's Old Regime in Canada and Wolfe and Montcalm

Geography:

So much Ancient Geography as is necessary for the proper understanding of the portions of the Histories of Greece and Rome prescribed.

Department of Mathematics.

Algebra.—Symmetry, Binomial Theorem, Multinomial Theorem, Exponential and Logarithmic Series, Interest and Annuities, Indeterminate Coefficients; Partial Fractions, Series (Convergency and Divergency,

Reversion, Summation), Inequalities, Determinants as far as in Gross, Reduction and Resolution of Equations of first four Degrees and of Binomial Equations, Relations between Roots and Coefficients of Equations, Indeterminate Equations, Problems.

Analytical Plane Geometry.—The Point (including Transformation of Co-ordinates), the Right Line, the Circle, the Parabola, the Ellipse, the Hyperbola, the General Equation of the Second Degree, Abridged Notation.

Trigonometry.—Trigonometrical Equations, Solution of Triangles, Measurement of Heights and Distances; Inscribed, Circumscribed, and Escribed Circles of a Triangle; Quadrilaterals, Description of Vernier and Theodolite, Trigonometrical and Logarithmic Tables, Demoivre's Theorem.

Statics.—Equilibrium of Forces acting in one plane; Parallelogram of Forces, Parallel Forces, Moments, Couples, Centre of Gravity, Virtual Work, Machines, Friction, Experimental Verifications.

Dynamics.—Measurement of Velocities and of Acceleration, Laws of Motion, Energy, Momentum, Uniform and Uniformly Accelerated Motion, Falling Bodies, Moments of Inertia, Uniform Circular Motion, Projectiles in Vacuo, Collisions, Simple Pendulum, Experimental Verifications.

Elementary Geometrical Optics.—Reflection and Refraction of Light at Plane and Spherical Surfaces, including Prisms and Lenses (aberration not considered); the Eye; Construction and use of the more simple Instruments.

The following books are recommended for reference in addition to those prescribed for grade C:—

Algebra.—Gross & Todhunter.

Analytical Geometry.—Vyvyan and C. Smith. Refer to Salmon.

Trigonometry.—Hamblin Smith; Refer to Colenso or Todhunter.

Dynamics.—Garnet, or Gross's Kinematics and Kinetics.

Geometrical Optics.—Aldis.

Valuation of Subjects for First, C, Second and Third Class Non-Professional Certificates.

172. The values of the different subjects in which candidates for Non-Professional Certificates will be examined, shall be as follows:—Reading (oral), 50 marks; Reading, Principles of, 50; Orthography and Orthoëpy, 50; English Grammar 150; Composition, 100; Literature, Poetry and

Prose, 200; History, 100; Geography, 75; Arithmetic, written and Mental, 200; Algebra, 100; Geometry, 100; Trigonometry, 100; Physics, Chemistry and Botany, each, 100; Latin, French, and German, each, 200; Writing, Book-Keeping and Commercial transactions, Precising and Indexing, 200; Drawing, 75.

173. Any candidate who obtains one-third of the marks in each subject, and one-half of the aggregate marks obtainable, shall be entitled to rank as the holder of a non-professional certificate of the class for which he is such candidate.

Professional Certificates.

174. The holder of a Third Class Non-Professional Certificate, who takes the course and passes the examination prescribed for County Model Schools, shall be entitled to rank as a Third Class Teacher of Public Schools.

175. The holder of a Second Class Non-Professional Certificate, who has taught a Public School successfully for one year, and who attends a Provincial Normal School one session, and passes the prescribed examination, shall be entitled to rank as a Second Class Teacher of Public Schools

176. Any Graduate in Arts with Honors as prescribed in Regulation 170, or the holder of a First Class Non-Professional Certificate, who has passed an examination at a Provincial Normal School, and who attends a Training Institute one Session and passes the prescribed examination thereat, shall be entitled to rank as a First Class Teacher of Public Schools or an Assistant Master of High Schools.

177. Any teacher who holds a First Class Non-Professional Certificate and a Second Class Professional Certificate, and who has taught successfully for at least two years in a Public School, High School, or Collegiate Institute, shall be entitled to rank as a First Class Teacher or Assistant Master of a High School, on passing the final examination prescribed for a Training Institute, without attendance thereat.

DISTRICT CERTIFICATES.

178. The Boards of Examiners, constituted under section 163 of the Public Schools' Act of 1885, may issue Certificates, valid only in such portions of their respective district or districts as they may deem expedient, for a period not exceeding three years.

179. The Board of Examiners shall prepare the examination papers, fix the time and place for holding the examinations, read and value the answers, determine the fees to be paid by candidates, and generally exercise all the powers of County Boards of Examiners.

180. Each Board of Examiners shall, as soon after the examination as possible, report to the Minister the names and residences of the Candidates examined, the number of Certificates granted, and enclose therewith a full set of the examination papers.

181. The District Board is authorized to require attendance at a County Model School, or such other professional training as may be deemed expedient.

182. The members of District Boards of Examiners shall be entitled to the same remuneration as the members of County Boards. Where county organization exists, all the expenses of the examinations, so far as they may not be covered by fees, shall be paid by the County Council.

ANNUAL DEPARTMENTAL EXAMINATIONS.

General.

183. The examination papers for the Departmental Examinations shall be prepared by the Central Committee of Examiners.

184. Each paper shall be approved by the whole Committee at a regular meeting called for that purpose, and shall bear the name of an examiner.

185. The papers on each subject shall be limited strictly to the Course of Study prescribed in the regulations, and shall be placed in the Minister's hands not later than the first day of March in each year.

186. The Minister of Education shall appoint such sub-examiners as may be deemed necessary to read and value the answers of candidates—such sub-examiners to work under the direction of, and to report to, the Central Committee.

187. Except when special qualifications are required, no person will be considered eligible for the position of sub-examiner unless he possess the qualifications at least of a member of a County Board of Examiners. No person shall serve as sub-examiner for more than three years continuously.

188. Each sub-examiner shall be paid the sum of six dollars per day under the restriction that the whole amount paid for the examination shall not exceed the sum of one dollar for each candidate.

189. The hours for work shall be from 8.30 a.m. to 12, noon, and from 2 p.m. to 5.30 p.m., and no sub-examiner shall make up lost time or read examination papers at any other hours.

Time and Place of Examination.

190. The examination of candidates for Departmental Certificates shall be held in the month of July, in each year, on the days appointed by the Minister of Education.

191. Candidates for First Class Certificates of all grades, will be examined at the Normal School, Toronto; candidates for Second and Third Class Certificates will be examined at their respective High Schools, or at such other places as may be appointed by the Minister of Education.

192. Where a High School is situated in a town or city constituting a separate Inspectoral division, the Inspector of such city or town shall be responsible for the conduct of the examination held thereat, and shall receive applications from intending candidates, and report to the Department, but in all other cases the County Inspector shall be responsible and receive the necessary applications.

Notice to be given by Candidates, etc.

193. Every person who purposes to present himself at any examination for a Second or a Third Class Certificate shall send to the Inspector within whose inspectoral division he intends to write, not later than the 1st of June preceding, a notice stating the class of certificate for which he is a candidate, and what optional subject or subjects he has selected.

194. Such notice shall be accompanied by a fee of \$2 for each certificate for which the candidate proposes to write, one half of which shall be forwarded, by the Inspector, with the list of candidates, to the Education Department, and the other half to the Treasurer of the High School Board.

195. Every person intending to write for a First Class Certificate shall notify the Education Department, such notice to be accompanied by a fee of \$2.

196. The Inspector shall preside at and be responsible for the proper conduct of the examination, but in case of his inability to attend he shall send to the Education Department for the approval of the Minister, one month before the examination, the name of the person whom he intends to appoint as his substitute, otherwise the Department will make the appointment. When more rooms than one are required for the candidates, a presiding Examiner, approved by the Minister, must be appointed for each room, and the Examiner, in his report to the Department, shall indicate the candidates who were placed in the several rooms respectively.

197. The Inspector shall not nominate as his substitute any teacher employed in a school from which there is any candidate at such examination, or any person who has taken part in the instruction of any of the candidates; nor shall any such person be appointed as presiding Examiner, or be present with the candidates, in any room at such examination; and at least one Examiner shall be present during the whole time of the examination, in each room occupied by the candidates.

198. Every Inspector shall send to the Education Department, not later than the 2nd of June, a list of the names, with the fees, of those who intend to present themselves for examination. To each name the Department will affix a number, which must be employed by the candidate instead of his usual signature, throughout the entire examination.

199. Each Inspector, or such other person as may be appointed by the Minister, shall himself in person receive from the Department, or Inspector, the examination papers, and shall thereupon be responsible for the safe-keeping of the parcel containing the same, unopened, until the morning of the first day of the examination.

200. No presiding Examiner shall admit any candidate, either as an additional candidate, or in the place of any absent one, whose notice has not been duly given to the Department; no candidate who, in his notice to the Department, elects to take any specific optional subject, will be allowed to substitute any other; no candidate who has given notice to the Department of his intention to be examined at a specified place, will be allowed to appear for examination elsewhere.

201. Each candidate shall satisfy the presiding Examiner as to his personal identity before the commencement of the second day's examination, and any person detected in attempting to personate a candidate should be reported to the Department.

202. The Inspector or presiding Examiner shall transmit to the Education Department on the first day of the examination, a copy of the following

declaration, signed by himself and the other Examiners (but such declaration shall not be required more than once from any Examiner):

"I solemnly declare that I will perform my duty of Examiner without fear, favour, affection or partiality towards any candidate."

Mode of Conducting Examinations.

203. Places should be allotted to the candidates for certificates so that they may be at least five feet apart. All diagrams or maps having reference to the subjects of examination shall be removed from the room; all arrangements shall be completed, and the necessary stationery distributed at least *fifteen* minutes before the time appointed for the commencement of the examination.

204. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination.

205. No candidate shall be allowed to leave the room within *one hour* after the issue of the examination papers in any subject; and if he then leave he shall not be permitted to return during the examination on the subject in hand.

206. Punctually at the time appointed for the commencement of the examination, the presiding Examiner shall, in the examination room, and in the presence of the candidates, break the seal of the envelope containing the examination papers for the first subject, and give them to the candidates. The papers of only one subject shall be opened at one time.

207. Every candidate shall conduct himself in strict accordance with the regulations, and should he give or receive any aid, or extraneous assistance of any kind, in answering the examination questions, he will be liable not only to the loss of the whole examination, but to the forfeiture or withdrawal of his certificate at any time afterward when the discovery is made that such aid or assistance has been given or received.

208. Should any candidate be detected in copying from another or allowing another to copy from him, or in taking into the room any book, notes, or anything from which he might derive assistance in the examination, or in talking or whispering, it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room; neither shall such candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence be not clear at the time, or be obtained after the conclusion of the examination, the Examiner shall report the case to the Department.

209. Every candidate shall write his NUMBER (not his name) very distinctly at the top of each page of his answer papers, in the middle; and is warned that for every page not bearing his number he is liable to receive no credit from the Examiners. If a candidate write his name or initials, or any distinguishing sign or mark on his paper other than the number assigned him by the Department, his paper will be cancelled.

210. Candidates, in preparing their answers, shall write on one side only of each sheet, and shall mark the sheets in each subject, as 1st, 2nd, 3rd, etc.; and on the last sheet shall write distinctly the total number of sheets enclosed in the envelope, and thus prevent any question arising as to the number of sheets actually put into each envelope. Having written the distinguishing NUMBER on each page, and having arranged the answer papers in the order of the questions, they shall fold them once across, place them in the envelopes provided by the Department, and write on the outside of the envelopes their numbers and the subjects of Examination. They shall then securely fasten the envelopes and hand them to the presiding Examiner.

211. Punctually at the expiration of the time allowed, the Examiner shall direct the candidates to stop writing, and cause them to hand in their answer papers immediately, duly fastened in the envelopes.

212. The Presiding Examiner shall keep upon his desk the certified list of the candidates and as each paper in any subject is handed in he shall check the same by entering the figure "1" opposite the name of the candidate on the form provided.

213. After the papers are handed in, the Examiner shall not allow any alterations to be made in them, and he shall be responsible for their safe keeping until he has transmitted them, with all surplus examination papers, to the Education Department.

214. The presiding Examiner, at the close of the examination on the last day, shall secure in a separate parcel the fastened envelopes of the candidates, and on the same day shall forward by express (pre-paid), or deliver to the Education Department, the package containing all the parcels thus separately secured. The papers are to be arranged by subjects and in numerical order. The Inspector or presiding Examiner shall, at the same time, sign and forward a solemn declaration that the examinations have been held and conducted in strict conformity with the regulations, and fairly and properly in every respect; and also a certificate, that he has been satisfied as to the personal identity of each candidate.

215. The Inspector or presiding Examiner (as the case may be), shall appoint an Examiner in Reading who shall hear each candidate read, from an authorized Reader, one passage selected by the Examiner, and another from any book, chosen by the candidate. The result, on the form provided, shall be transmitted to the Department.

216. The Treasurer of the High School Board, on the Certificate of the County Inspector, shall pay all the expenses of the Examination, including the sum of three dollars per day and actual travelling expenses, for the Inspector and presiding Examiners.

217. If an examination is held at a Public School then such fees as are herein mentioned shall be paid to the Treasurer of the Public School Board, who shall also upon the order of the Inspector pay all the expenses of the Examination.

Appeals.

218. A candidate for a non-professional certificate of the *Second* or the *Third* Class, may claim to have his papers re-read, upon the following conditions:—

(1) Such appeal or claim must be in the hands of the Minister on or before the 15th day of September; and the ground of the appeal or claim must be specifically stated.

(2) A deposit of two dollars must be made with the Department, which deposit will be returned to the candidate if his appeal or claim is sustained, but otherwise it will be forfeited.

(3) The Central Committee of Examiners shall meet on the earliest possible day after the 15th of September, and shall dispose of all the appeals without delay; and no appeal shall subsequently be entertained on any ground whatever.

TRAINING INSTITUTES.

Requisites of a Training Institute.

219. The requisites of a Training Institute shall be as follows:—

(a) Such equipment and accommodation as may be required for a Collegiate Institute.

(b) A staff of thoroughly competent specialists in the Modern Languages, Mathematics, Classics, and Science; and, in addition, teachers competent to give instruction in Music, Drawing, and Drill and Calisthenics.

General.

220. Application for admission to a Training Institute shall be made, on or before the first Monday in September, to the Minister of Education, who will assign to each Training Institute its quota of teachers-in-training.

221. There shall be each year in every Training Institute one session of fourteen weeks, beginning on the second Monday of September, and ending on the second Friday of December.

222. The hours of daily attendance for each teacher-in-training shall in each case be determined by the Principal of the Training Institute, who shall make such arrangements as may best suit the requirements of his school, subject, however, to the regulations hereinafter provided.

223. Each Training Institute shall be inspected by one of the High School Inspectors at least once during the session. It shall be the Inspector's duty to report to the Minister of Education on the condition of the Training Institute, and to make such recommendations as he may consider necessary to secure its efficiency.

224. The term Department Master, as used in these regulations, shall be held to mean the Master of the department of English, Mathematics, Science, Modern Languages, or Classics, or of any sub-department thereof.

Course of Study and Training.

225 The course of study and training to be followed in each Training Institute shall be as follows:—

- (a) The History of Education.
- (b) The Science of Education.
- (c) The Principles and Practice of Teaching with especial reference to High School work.
- (d) The organization and management of schools with especial reference to the different grades of High Schools.
- (e) Systematic observation of the mode of conducting a High School.
- (f) Practice in managing classes and in teaching the High School course under the supervision of the Principal and his staff.
- (g) Special instruction by the Principal and the Department Masters.
- (h) Hygiene; School-law in reference to the duties of teachers and pupils.

Duties of the Principal.

226. The duties of the Principal, (who shall be responsible to the Minister of Education for the proper conduct of the Training Institute), shall be as follows:—

- (a) Throughout the session he shall take general charge of the teachers-in-training.

(b) During the first two weeks of the session he shall take especial charge of the teachers-in-training, and shall give them such preliminary instruction as is herein provided.

(c) If himself a Department Master, he shall perform in addition such duties towards the teachers-in-training as are required from a Department Master.

(d) He shall arrange the division of duties among the members of his staff.

(e) He shall from time to time visit the class-rooms of the different members of his staff while they are in charge of the teachers-in-training, and shall satisfy himself that the design of the Training Institute is being properly carried out.

(f) At the close of the session he shall furnish the Examining Inspector, for transmission to the Minister of Education, a statement in a form to be provided, of the standing of each teacher-in-training, as shown by the Training Registers of the Department Masters and by the record of such examinations as may have been held with a view to determine the progress and qualifications of the teacher-in-training.

Duties of a Department Master.

227. Each Department Master shall be responsible to the Principal for the discharge of his duties in connection with the training of teachers, and shall be subject to his control in all matters pertaining thereto, with the right of appeal to the Minister of Education in case of dispute. He shall have charge of the teachers-in-training while taking up the subjects of his department, and shall give them such instruction as is herein provided. He shall keep a Training Register, to be provided by the Minister of Education, in which he shall record from time to time his estimate of the capacity of the teachers-in-training as evidenced by them while under his charge.

Duties of a Teacher-in-Training.

228. The teacher-in-training shall attend regularly and punctually during the whole session of the Training Institute, and shall be subject to the discipline of the Principal, with an appeal, in case of dispute, to the Minister of Education. Before attending the Training Institute, he shall make himself acquainted with the following professional text-books, as a preparation for his course of training:

(a) An Introduction to the History of Educational Theories. By Oscar Browning.

(b) School Management. By Joseph Landon.

- (c) The Culture demanded by Modern Life. By E. L. Youmans.
 (d) Education. By Herbert Spencer.

General Directions as to Management.

229. The session of each Training Institute shall consist of four sections:—

(a) During the first week, the Principal shall take especial charge of the teachers-in-training, as herein prescribed.

(b) During the next six weeks, the Department Masters shall, each in succession as follows, take especial charge of the teachers-in-training as herein prescribed:—

- | | | | |
|-----|---|----------------|---------------------------|
| (1) | The first two weeks shall be devoted to the | <i>English</i> | Department |
| (2) | " third week | " | <i>Science</i> " |
| (3) | " fourth " | " | <i>Mathematical</i> " |
| (4) | " fifth " | " | <i>Classical</i> " |
| (5) | " sixth " | " | <i>Modern Languages</i> " |

(c) The next six weeks shall be devoted by the teachers-in-training to systematic observation and practice of teaching in the different departments, under the supervision of the members of the staff, according to a weekly programme to be prepared by the Principal for each member of the staff and for each teacher-in-training.

(d) During the last week, the teachers-in-training shall not be required to teach, but shall review their work in preparation for the coming Examinations, with such assistance from the Training Institute staff as may be necessary.

230. When the special instruction in a department has been discontinued, illustrative teaching by the Department Master and practice in teaching by the teachers-in-training shall be continued in that department, according to the weekly programme prepared by the Principal, who shall make due allowance for the special requirements of each teacher-in-training and for the time required, during the second section of the session, for new subjects.

231. During the first week of the session the Principal shall discuss with the teachers-in-training the organization, classification, and management of a High School, with especial reference to the Collegiate Institute with which the Training Institute is connected. He shall also give them directions as to the best methods of deriving benefit from observation and criticism of the teaching, explaining to them the course and their duties therewith. He shall accompany them to the class-rooms on their visits of observation, and shall there illustrate the principles he has laid down. During this period the other members of the staff shall co-operate with the Principal as he may direct.

232. During the period specially devoted to his department, the Department Master shall develop systematically the best modes of dealing with each subject in his department at each stage of a pupil's progress, using as the basis of his discussions the text-books prescribed, and illustrating his explanations by subsequent teaching.

233. Before teaching a class in presence of the teachers-in-training, the Department Master shall lay before them the purpose and plan of the lesson. He shall require them to take notes of the lesson, and shall discuss with them afterwards the observations they have made.

234. After consultation with the Principal, the Department Master shall assign to the teachers-in-training the lessons in his own department; and, when doing so, he shall keep in view the interests of his ordinary pupils, arranging the work so as to secure both variety and progress.

235. When the teacher-in-training himself takes charge of a class, the Department Master shall leave him as much as possible to his own resources, and shall, during the progress of the lesson, take notes for subsequent entry in his Training Register. At some suitable time he shall criticise fully and freely the lesson as given by the teacher-in-training.

236. The teacher-in-training shall devote the first week of the session wholly to the preparatory course herein prescribed. During the rest of the session, besides continuing, under supervision, his daily observations, he shall each day teach, under the direction of one of the staff, at least one of the regular classes of the school, taking the different subjects and forms in rotation, and making himself especially familiar with the work of the lower forms.

237. A teacher-in-training shall not attempt to teach a lesson before the mode of dealing with the subject has been illustrated for him by the Department Master. The lesson to be taught shall be assigned to him in time to allow sufficient preparation on the part of all who are to be present, to teach it themselves or to criticise the teaching of others.

238. Before attempting to teach a lesson, the teacher-in-training shall hand to the Department Master in charge a scheme of the lesson, setting forth its purpose and plan. If necessary, this scheme shall be criticised by the Master before the teacher-in-training attempts to teach the lesson.

239. Under the supervision of the Department Master, the teachers-in-training shall teach before one another, and shall at some suitable time thereafter criticise one another's teaching in presence of the Department Master who shall direct the discussion.

240. When the teacher-in-training has acquired some skill in the management of classes, he shall occasionally be entrusted with a class, or a subdivision of a class, in a room in which no member of the staff is present. With him shall be associated another teacher-in-training, who

shall afterwards, in the presence of the Department Master, criticise the method and management of his associate.

241. Teachers-in-training who desire to become teachers of special departments shall devote themselves chiefly to these departments, but every teacher-in-training shall teach all the subjects covered by his non-professional certificate as often as may be considered advisable by the Principal.

242. Candidates for First Class Public School Certificates shall take only such parts of the course as are suitable for them ; and, as far as may be necessary, they shall receive special training, subject, however, to the conditions imposed on all teachers-in-training.

243. Teachers-in-training who have no knowledge of Music, Drawing, Drill and Calisthenics, and who desire to obtain a certificate of competency in these subjects, shall study them under the Institute Masters who shall also instruct them in the best modes of teaching these subjects. As soon as they are adjudged able to do so, they shall teach these subjects in the lower forms of the Collegiate Institute.

Examinations.

244. During the session, the teachers-in-training shall be subjected to such oral and written examinations on the course of study as the Principal may deem expedient.

245. At the close of the session, the teacher-in-training shall be subjected to an examination in Practical Teaching by one of the High School Inspectors, at the Training Institute at which he has been trained ; and also to a written examination on papers prepared by the Departmental Examiners, on the subjects hereinafter detailed.

246. At the Examination in Practical Teaching, each candidate shall be allowed to teach lessons which he has prepared for the occasion, and a scheme of which he shall hand to the examiner ; but he shall also teach lessons the subjects of which shall be selected by the examiner, sufficient time, however, being allowed for preparation in this case also. The results of these examinations, together with the report of the Principal, based on the record in the Training Register, shall determine the final standing of each candidate.

247. No certificate shall be awarded to a candidate who fails to satisfy the examiners that he has made himself acquainted both theoretically and practically with the best methods of teaching at least the elements of all the subjects covered by his non-professional certificate. The professional certificate of each passed candidate shall show in detail those departments or subjects which he is most competent to teach. The Departmental Examiners shall have power to reject any candidate who may show himself deficient in scholarship.

Subjects for Final Examination.

248. The written examination at the close of each term of a Training Institute shall embrace the following subjects and text-books:—

(a) Mental and Moral Science in their relation to the work of teaching Observation, and the training of the Senses; Association; Memory; Reasoning; Imagination; The Conduct of the Understanding; The Will, and how to train it; Habit and Character Authority and Discipline; Rewards and Punishment.

(b) The History of Education.

(c) The practical application of the principles of Education:—School Organization and Management; Special Methods in the Departments of *English, Mathematics, Science, Classics, French and German.*

(d) Hygiene; School-law in reference to the duties of teachers and pupils.

Text-books.

1. The History of Education.

(a) Introduction to the History of Educational Theories. By O. Browning.

(b) Systems of Education. By J. Gill.

(c) Lectures on the History of Education. By Jos. Payne. Or,
Essays on Educational Reformers. By R. H. Quick, M.A.

2. The Science of Education.

(a) Education as a Science. By Alex. Bain, LL.D.

(b) The Action of Examinations. By H. Latham.

3. The Principles and Practice of Teaching.

(a) School Management. By Joseph Landon.

(b) Lectures on Teaching. By J. G. Fitch, M.A.

(c) Teacher's Manual of Method and Organization. By Robert Robinson.

(d) Education. By Herbert Spencer.

(e) The Culture demanded by Modern Life. By E. L. Youmans.

4. Hygiene. (See Syllabus for Normal Schools.)

5. School Law. (Public and High Schools Act, 1885, and Regulations.)

MISCELLANEOUS.

Religious Instruction.

249. Every Public and High School shall be opened with the Lord's Prayer, and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer sanctioned by the Department of Education.

250. The portions of Scripture used shall be taken from selections authorized for that purpose, by the Department of Education, and shall be read without comment or explanation.

251. Where a teacher claims to have conscientious scruples against opening and closing the school as herein provided, he shall notify the Trustees to that effect in writing.

252. No pupil shall be required to take part in the exercises above referred to against the wish of his parent or guardian, expressed in writing to the master of the school.

253. When required by the Trustees, the Ten Commandments shall be repeated at least once a week.

254. The Trustees shall place a copy of the authorized Readings in each department of the Public and High Schools under their jurisdiction, within one year from the date hereof.

255. The clergy of any denomination, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each school-house at least once a week, after the hour of closing of the school in the afternoon; and if the clergy of more than one denomination apply to give religious instruction in the same school-house, the School Board or Trustees shall decide on what day of the week the school-house shall be at the disposal of the clergyman of each denomination, at the time above stated. But it shall be lawful for the School Board or Trustees and clergyman of any denomination to agree upon any hour of the day at which a clergyman, or his authorized representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school.*

GRANTS TO SCHOOLS IN NEW AND POOR TOWNSHIPS.

256. All sums of money appropriated by the Legislative Assembly in aid of schools in new and poor townships, will be distributed by the Education Department, subject to the following conditions:—

* The Regulations prescribing the "Hours of Daily Teaching" provide that they shall not exceed six hours in duration, but "a less number of hours of daily teaching may be determined upon in any Public School, at the option of the Trustees." Arrangement may, therefore, be made by the Trustees for closing the ordinary school work earlier than the usual hour, on certain days, so that time may be given for Religious Instruction.

(1) That a School Section with definite boundaries has been set apart by the Township Council, having jurisdiction, or, where no municipal organization exists, by the Stipendiary Magistrate, or by him and the Public School Inspector, if any, under the authority of the forty-first section of the Public Schools Act, 1885.

(2) That Trustees have been duly elected for such section.

(3) That a building and other suitable accommodation for the school, have been provided by the Trustees.

(4) That a teacher holding a valid certificate has been employed by the Trustees for at least six months of the year.

(5) That the half-yearly and yearly reports in the prescribed forms have been sent in to the Inspector, at the times specified, and certified by him as satisfactory.

(6) That the assessed value of the section and the financial condition of the ratepayers are such as to render additional aid absolutely necessary.

257. In townships with municipal organization the grant made by the Education Department shall not exceed the special grant made by the township or county, except in such cases as are reported exceptional by the Inspector.

258. Nothing in these regulations shall be construed as establishing the claim of any school upon the Poor School Fund beyond the discretion of the Education Department.

259. On the receipt of the report of the Inspector, the Minister of Education will make such recommendations to the Lieutenant-Governor, as he may deem expedient.

INDIAN SCHOOLS AND THEIR INSPECTION.

260. Every teacher in an Indian school shall have a speaking acquaintance with the Indian language, and shall, as far as possible, give his instructions in English.

261. The qualifications of teachers shall be regulated by the County or District Board of Examiners. A certificate of having passed the entrance examination prescribed for High Schools and Collegiate Institutes may be accepted in lieu of any other certificate.

262. The subjects of study in these schools shall be as follows, viz. :—Reading, Writing, Object Lessons, Elementary Drawing, Elementary Arithmetic, (the four simple rules), Elementary Geography, (the maps of the World and Dominion of Canada), Spelling and Grammar, (formation and analysis of simple sentences).

263. The County Inspector, in conjunction with the Indian Agent, shall have a controlling influence in the selection of teachers, except in the case of such schools as are established by any religious denomination under the Regulations of the Department of Indian Affairs. The Inspectors shall report upon the competency of the teacher of each Indian school inspected by him, and such other matters as may, in his opinion, affect the interests of the school.

264. A fee of six dollars (\$6) per visit and legitimate travelling expenses will be paid the Inspector by the Indian Department for two visits per annum.

LIBRARIES.

265. In case of the establishment of a Township Library, the Township Council may either cause the books to be deposited in one place, or recognise each School Section within its jurisdiction as a branch of the Township Library Corporation, and cause the Library to be divided into parts or sections and allow each of these parts or sections of the Library to be circulated in succession in each School Section.

266. Each Township Library shall be under the management of the Township Corporation; and each Branch or School Section Library shall be under the management of the Board of School Trustees. The Township Council shall appoint or remove the Librarian for the Township; and each Board of Trustees shall appoint or remove the Librarian for the School Section. In default of such appointment, the teacher shall act as Librarian.

267. Each Township Council and each Board of School Trustees receiving Library Books must provide a proper case for the books, with a lock and key; and shall cause the case and books to be kept in some safe place and repaired when injured; and shall also provide sufficient wrapping paper to cover the books, and writing paper to enable the Librarian to keep minutes of the delivery and return of books, and write the needful notes or letters. The Township Council and School Trustees are responsible for the security and preservation of the books in their charge.

268. When any books are taken in charge by the Librarian, he shall make out a full and complete catalogue of them; and at the foot of each catalogue the Librarian shall sign a receipt to the following effect:

"I, A. B., do hereby acknowledge that the books specified in the preceding catalogue have been delivered to me by the Municipal Council of the Township of———, (or, as the case may be,) by the Trustees of the School Section No.———, in the Township of———, to be carefully kept by me as their Librarian, for the use of the inhabitants within their jurisdiction, according to the regulations prescribed by the authority of the Statute for the management of Public School Libraries, to be accounted for by me according to said regulations, to said Council (or Trustees as the case may be), and to be delivered to my successors in office. Dated,"

etc. Such catalogue, with the Librarian's receipt, having been examined by such Council or Trustees, or by some person or persons appointed by them, and found to be correct, shall be delivered to such Council or Trustees, and shall be kept among their official papers.

269. The Librarian shall be accountable to the Trustees or Council appointing him for the cost of every book that is missing, or for the whole series of which it formed a part. The Librarian shall be also accountable in like manner for any injury which a book may appear to have sustained by being soiled, defaced, torn, or otherwise injured; and shall be relieved from such accountability only by the trustees or Council, on its being satisfactorily shown to them that some resident within their jurisdiction is chargeable for the cost of the book so missing, or for the amount of injury so done to any work.

270. The Librarian shall see that in each book belonging to the Library the number of the book and the name of the Library to which it belongs are written either on a printed label pasted inside the cover of the book, or on the first blank leaf of it; and he shall on no account give out any book which is not thus numbered and identified. He shall also cause all the books to be covered with strong wrapping paper, on the back of which is to be written the title of the book, and the number in large figures. As new books are added, the numbers shall be continued, and they shall in no case be altered; so that if the book be lost, its number and title must be continued on the catalogue, with a note that it is missing.

271. The Librarian shall keep a blank book, which may consist of a few sheets of writing paper stitched together—ruled across the width of the paper, so as to leave five columns of the proper size, for the following entries—to be written lengthwise of the paper: In the first column, the Title and No. of the book; in the second column, the Name and Residence of the person to whom delivered; in the third column, Date of Delivery; in the fourth column, the Date of its Return; in the fifth column, Remarks respecting the condition of the books, as good, injured, torn or defaced.

272. The Librarian shall act at all times and in all things according to the orders of the Corporation appointing him; and in case of his removal or suspension he shall deliver to his successor, or to the order of his Trustees or Council, all books, catalogues and papers appertaining or relating to the Library; and if they are found to be satisfactory, his Trustees or Council, or successor in office, shall give him a receipt to that effect. But if any of the books shall have been lost, or in anywise injured, the Librarian shall account or pay for such loss or injury, unless released by his Trustees or Council.

273. The Trustees and Council shall attend faithfully to the interests of their Library; they shall at all times when they think proper, and as often as possible, examine the books carefully, and compare the books with the catalogue, and note such as are missing or injured; and see that all

forfeitures are promptly collected, and that injuries done to books are promptly repaired, and that the Library is properly managed and taken care of.

274. The foregoing regulations shall apply to Branch School Section Libraries, as well as to School Section Libraries; also to Township Councils, to the same extent as to Trustees of School Sections, and to Township Libraries, to the same extent as to School Section Libraries, and to the residents in a Township in which there are no School Section Libraries, to the same extent as to the residents of a School Section; likewise to the Librarian of a Township to the same extent as to a Librarian of a School Section.

275. When a Township Councillor or School Trustee shall be notified as having incurred a forfeiture for detaining, injuring, or destroying a book borrowed from the Library, he shall not act as a judge in his own case, but such case shall be decided upon by other members, or a majority of them, of the Township Council or School Corporation authorized to act in the matter. In all cases, the acts of a majority of a Corporation shall be considered as the acts of the Corporation.

276. The Council or Trustees have authority, if they shall think proper (according to the common practice of circulating libraries), to require the borrower to deposit with the Librarian a sum equal to the cost of the book taken by him, as a security for its safe return, and the payment for any injury which may be done to it.

277. These regulations shall apply to Cities, Towns, and Incorporated Villages, as well as to School Sections.

278. The Inspectors of schools shall inspect and inquire into the state and operations of the Libraries or Branch Libraries within their respective jurisdictions, and give the results of their observations and inquiries in their annual reports; and each Township and School Section Corporation shall report annually, at the time of making the annual School Reports, the condition of their Libraries, with the number of volumes in each, and the success and influence of the system.

SUPERANNUATED TEACHERS' FUND.

279. In order to be entitled to any portion of the Legislative Appropriation for Superannuated Teachers every Teacher of a High, Public or Separate School, and every Inspector, must have contributed \$4 annually to the Superannuation Fund during the whole time of his professional service.

280. Arrears, if any, from 1854 inclusive, (if the applicant was then teaching,) shall be charged at the rate of \$5 per annum, and must be paid before the applicant ceases teaching. All arrears must be paid before 1st July, 1886.

281. In the case of Inspectors, or Local Superintendents, who are now Inspectors, services as an Inspector shall be considered equivalent to services as a Teacher.

282. In the case of Teachers or Inspectors under sixty years of age, proof of disability must be furnished annually to the Department. The retiring allowance shall be withdrawn whenever the disability ceases, and the recipient shall annually present himself to the Inspector, in order that he may report thereon to the Minister.

283. Teachers or Inspectors, sixty years of age, are entitled to Superannuation, provided the regulations aforementioned regarding payment and arrears are complied with, without proof of disability. In all cases evidence of good moral character is required.

TEXT-BOOKS.

284. No book shall hereafter be authorized as a text-book in any Public School until the copyright thereof has been vested in the Education Department.

285. Every text-book for Public or High Schools printed and published in Canada, shall be subject, at any stage of its manufacture, to the inspection and approval of the Department in regard to printing, binding, and paper.

286. A sample copy of every edition of every authorized book shall be deposited in the Education Department by the publisher, and no edition of any book shall be considered as approved without a certificate from the Minister of Education approving thereof.

287. Every authorized book shall bear the imprint of the publisher, and shall show upon the cover or title page the authorized retail price, and no part of the book shall be used for advertising purposes, without the written consent of the Department.

288. The Education Department may require the publisher of any text-book to make such alterations from time to time as may be deemed expedient; but no alterations in contents, typography, binding, paper, or any other material respects, shall, in any case, be made without the approval of the Education Department.

289. Every publisher of an authorized text-book shall, before placing any edition of such authorized book upon the market, execute such agreements and give such security for the due fulfilment of these regulations as may be required by the Education Department.

290. All authorized text-books may be published by any firm of publishers in Ontario on the payment to the original publishers of such sum

or sums of money as may be agreed upon by arbitrators to be appointed for that purpose by the publishers concerned and the Minister of Education respectively.

291. The Minister of Education may, at his discretion, after making full enquiry into the cost of manufacture, reduce the retail price of any authorized text-book. He may also remove such book from the list of authorized text-books, if the publisher fail to comply with the regulations of the Education Department, or if it be considered to be in the public interest so to do.

292. In case the Education Department shall at any time recommend any books as aids to the teacher, for private reference or study, it is to be distinctly understood that such books are not to be used as text-books by the pupils, and any teacher who permits such books, or any other book not authorized as a text-book for the public schools, to be used as such shall be liable to such penalties as are imposed by the School Act.

GENERAL DIRECTIONS TO TRUSTEES.

Procedure at School Meetings.

293. The notice calling an annual or special meeting should be signed by the Secretary by direction of the trustees, or by a majority of the trustees themselves. The corporate seal need not be attached to it.

294. Any ratepayer may call the meeting to order as soon as the hour appointed arrives, and nominate a chairman.

295. The business of all school meetings should be conducted according to the following rules of order :—

(1) *Addressing chairman.*—Every elector shall rise previously to speaking, and address himself to the chairman.

(2) *Order of speaking.*—When two or more electors rise at once, the chairman shall name the elector who shall speak first, when the other elector or electors, shall next have the right to address the meeting in the order named by the chairman.

(3) *Motion to be read.*—Each elector may require the question or motion under discussion to be read for his information at any time, but not so as to interrupt an elector who may be speaking;

(4) *Speaking twice.*—No elector shall speak more than twice on the same question or amendment without leave of the meeting, except in explanation of something which may have been misunderstood, or until every one choosing to speak shall have spoken.

(5) *Protest.*—No protest against an election, or other proceedings of the school meeting, shall be received by the chairman. All protests must be sent to the inspector within twenty days at least after the meeting.

(6) *Adjournment.*—A motion to adjourn a school meeting shall always be in order, provided that no second motion to the same effect shall be made until after some intermediate proceedings shall have been had.

(7) *Motion to be in writing and seconded.*—A motion cannot be put from the chair, or debated, unless the same be seconded. If required by the chairman, all motions must be reduced to writing.

(8) *Withdrawal of a motion.*—After a motion has been announced or read by the chairman, it shall be deemed to be in possession of the meeting; but may be withdrawn at any time before decision, by the consent of the meeting.

(9) *Kind of motions to be received.*—When a motion is under debate no other motion shall be received, unless to amend it, or to postpone it, or for adjournment.

(10) *Order of putting motion.*—All questions shall be put in the order in which they move. Amendments shall all be put before the main motion; the last amendment first, and so on.

(11) *Reconsidering motion.*—A motion to reconsider a vote may be made by any elector at the same meeting; but no vote of reconsideration shall be taken more than once on the same question at the same meeting.

296. At the end of every annual or special meeting the Chairman should sign the minutes, and send forthwith to the Inspector a copy of the same signed by himself and the Secretary.

297. Every Trustee declared elected by the Chairman of the School Meeting is a legal Trustee until his election is set aside by proper authority.

298. The seal of the School Corporation should not be affixed to letters or notices, but only to contracts, agreements, deeds, or other papers, which are designed to bind the Trustees as a corporation for the payment of money, or the performance of any specified act, duty or thing.

Care of School Property.

299. Trustees should appoint one of their own number or some responsible person to look after petty repairs, such as fixing fences, outhouses, walks, windows, seats, blackboards, and stoves.

300. No public school house or school plot (unless otherwise provided for in the deed), or any building, furniture, or other thing pertaining thereto, shall be used or occupied for any other than Public School purposes, without the express permission of the Trustees acting as a corporation.

301. Provision should be made by every school corporation for scrubbing and sweeping the school house regularly, for whitewashing walls and ceilings at least annually during the summer holidays, and for making fires one hour before the time for opening school, from the first of November until the first of April in each year.

Arbor Day.

302. The first Friday in May should be set apart by the Trustees of every rural school and incorporated village for the purpose of planting shade trees, making flower beds and otherwise improving and beautifying the school grounds

Fire Drill.

303. In every school house consisting of more than one story the pupils should be regularly trained in the fire drill, in order to prevent accidents from the alarm of fire.

3.—CIRCULARS FROM THE MINISTER.

CIRCULAR TO THE RETAIL BOOK TRADE.

GENTLEMEN,—With the view of assisting the retail book-trade to exchange surplus stocks of the old Readers, which may be wanted elsewhere for schools that will continue to use them during the present year, the Minister has requested the publishers to facilitate such exchanges so far as may be in their power, and desires me to inform you that—

The Canada Publishing Company reply as follows:—

"We beg to assure you that we are doing all we can to assist those retail dealers who are overstocked with old Readers in disposing of them. We keep a list of those who report to us that they have old Readers for sale, and direct any orders that come in to us to them."

Messrs. Copp, Clark & Co. reply as follows:—

"Respecting the exchange of the former series of Readers for the Ontario Readers we beg to say that we have been doing that, and have in several instances exchanged the old series and Gage's Canadian Readers for other books. So far as regards the Royal Readers we have, unfortunately, a very large lot of those, and have been compelled to decline to exchange those, but we have only had one request. We are very desirous of making the change as little burdensome to the retail booksellers as possible, and will in every way that we consistently can ease them in the way indicated."

Messrs. J. W. Gage & Co. have also intimated their readiness to assist in the exchange of books.

It is hoped this information may be of some service if you have stocks of the old Readers on hand.

Your obedient servant,

ALEX. MARLING,
Secretary.

EDUCATION DEPARTMENT,
TORONTO, February, 1885.

CIRCULAR RESPECTING AMENDMENTS TO THE PUBLIC SCHOOLS ACT.

SIR,—I have the honor of calling your attention to the following amendments to the school law by the Public Schools Act of the recent Session of the Ontario Legislative Assembly:—

1. By sub-section 7 of section 2 it is made quite clear that a farmer's son or any person assessed for income may be elected public school trustee.
2. By section 9 it is provided that no territory distant more than three miles in a direct line from the school house can be included in forming any new school section.
3. By section 23 a newly-elected trustee may make the declaration of office before a justice of the peace.
4. When trustees exempt indigent persons from school rates, they must notify the clerk of the municipality to that effect before the first day of August.
5. The trustees of townships (in which there are township boards), cities, towns and incorporated villages, must submit their accounts for audit to the municipal auditors.
6. The qualification of the trustee of a township board is the same as that of a rural school trustee.
7. Arbitrators appointed by a county council to consider an appeal from a township council may, under certain circumstances, reconsider their decision.
8. Union school sections can only be formed, altered or dissolved by arbitrators appointed by the municipalities interested and the county inspector.

9. An appeal is allowed from the decision of the arbitrators to the county council when the union school sections lie wholly within the county, or to the Minister of Education when they lie between two or more counties.

10. The assessment of union school sections is to be equalized once in three years by the assessors of the municipalities concerned, and such person as may be named by the Inspector of public schools.

11. The portion of a township united to a village or town can only be withdrawn in the same way as union school sections are altered.

12. Trustees in townships, cities, towns and incorporated villages may be elected by ballot or the same time as municipal councillors are elected, if required by resolution of the Board, passed before the 1st of October in any year, and such resolution, when once adopted, need not be repeated.

13. The chairman of a board of school trustees (sec. 115) has only a casting vote in case of an equality of votes on any question. He has no second vote.

14. Trustees of cities, towns and incorporated villages may require the assessor to furnish them with the names of all children between the ages of 7 and 13.

15. Township councils may levy the sum of \$100 for every school section by uniform rate over the whole township, and the balance required by the trustees over the section requiring the same.

16. Parts of undivided lots are to be assessed in the section in which they are situated irrespective of the residence of the occupant.

17. Pupils attending rural schools shall be reported for the purpose of dividing the school grant as belonging to the school they attend. This does not apply to non-residents attending city, town or village schools.

18. First class county board certificates are made Provincial.

19. Teachers who violate an agreement at common law are liable to the suspension of their certificates.

20. It is obligatory in county councils to pay the sum of \$150 to each County Model School, and \$25 to each Teachers' Institute, and also the reasonable travelling expenses of the Inspector.

21. Any teacher who does not wish to continue his contributions to the Superannuated Teachers' Fund may withdraw one-half his contributions even if he does not retire from the profession. Contributions hereafter will be optional, but no teacher whose name has not been already entered on the books of the Department will be allowed to contribute, and all subscribers are required to pay arrears of subscription by 1st July, 1886, in order that their names may be retained on the list.

22. In rural districts the schools will close for the summer holidays on the first Friday in July, and re-open on the third Monday in August. The other holidays remain as before. In cities, towns and incorporated villages, public and high schools also close on the first Friday of July and re-open on the last Monday in August. Trustees cannot reduce the holidays as heretofore.

23. Where a separate school is established in the same municipality as a high school, the separate school trustees may appoint a member of the high school board.

24. Every member of the board of examiners for the entrance examination to high schools is entitled to be paid for his services as the board may by resolution determine. The remuneration is fixed at \$4 per day, or 75 cents for each candidate, in lieu of a per diem allowance, as may be decided by the county council.

It is intended to issue immediately a compendium of the Public and High Schools Acts, and the regulations governing Normal, Model, Public and High Schools.

This brief summary is merely intended to point out the more important amendments

Yours truly,

GEO. W. ROSS,
Minister of Education.

EDUCATION DEPARTMENT,
TORONTO, March, 1885.

 CIRCULAR TO PUBLIC SCHOOL INSPECTORS.

SIR,—From reports made to me from time to time, as well as from personal observation, it appears that in the majority of cases very little attention is paid to the improvement of school grounds and premises. Notably there appears to be an almost utter absence of shade and ornamental trees, very few walks and flower beds, and only here and there a well-kept lawn or shrubbery. I need not point out that the effect of such a state of things is necessarily injurious, not only from a sanitary point of view, but educationally. From a sanitary point of view it is well known that shrubbery absorbs the poisonous gases and effluvia too often prevalent around school houses. Educationally, it needs no argument to show that the more attractive you make the school house and its surroundings, the more interest will you arouse in both parents and pupils.

Order, neatness, cleanliness and system, should form part of every child's education, both inside and outside of the school room. The education of the school yard is in many respects quite as important as the education of the school room. Refinement can be cultivated in the arrangement of the school grounds just as well as through books and problems.

In order thus to furnish an occasion for making a special effort for improving the school premises, and planting suitable shade and ornamental trees and shrubbery, I hereby proclaim Friday, the 8th day of May, a holiday in every rural and village school, to be known as Arbor Day, subject to the approval of the Trustees. The programme for the day should be somewhat as follows:—

1. Arrangements should be made during the forenoon for levelling the school grounds properly, laying out walks to the rear and front, and making such walks passable by means of gravel or plank.

2. Where the soil is suitable, a few flower beds might be laid out, or a part of the ground sodded, or seeded down with lawn grass seed.

3. In the afternoon the trees selected for ornament or shade should be carefully planted in the presence of the pupils. Soft and hard maples, elms, basswoods, walnuts, butternuts, birches, chestnuts, or other deciduous trees, are preferable for purposes of shade. Spaces might be left for the evergreens, which should not be planted before the first week in June.

4. On the following Friday afternoon the teacher might spend an hour with his pupils discussing Canadian forestry and the different species of trees and shrubs to be found in Ontario, their uses, commercial value, characteristics, etc. Many excellent literary allusions might also be made in connection with this lesson. After the grounds are laid out, and the trees planted, the teacher should see that some care is exercised in preserving them from injury. If the pupils are made partners in the improvements, and their co-operation secured in every part of the work of the day, there need be little fear they will wantonly destroy that which their own labour created.

Will you kindly communicate with trustees and teachers, and urge upon them the propriety of carrying out as far as possible the views of the Department. I shall be glad also to have a report from you as to the number of trees planted, and the general result of local efforts on this our first Arbor Day.

Yours truly,

GEORGE W. ROSS,

Minister of Education.

EDUCATION DEPARTMENT,
TORONTO, April, 1885.

 CIRCULAR TO MUNICIPAL TREASURERS.

SIR,—In order to simplify the mode of paying the Municipal and Legislative grants, Inspectors are instructed to make out a tabulated statement of the amount apportioned to each school section in the Municipality, and to send the same, duly certified, to the Township Treasurer, as soon after the receipts of the semi-annual returns as convenient. All sums so apportioned are payable to the order of the public school Trustees, but such order must

be attested by the corporate seal of the section. On the presentation of such an order by any person, the Township Treasurer is required to pay the amount set opposite the No. of any school section in the tabulated list supplied by the Inspector—the order of the Trustees being his voucher for the payment of the money, and the tabulated list supplied by the Inspector being his authority for such payment. Vouchers should be endorsed and numbered according to the sections which they severally represent.

Yours truly,

GEO. W. ROSS,
Minister of Education.

EDUCATION DEPARTMENT,
TORONTO, April, 1885.

CIRCULAR TO SECRETARIES OF CERTAIN PUBLIC SCHOOL BOARDS.

SIR,—Last year I called the attention of school boards to the condition of our Model Schools, and pointed out the importance of:—

1. Employing an assistant for the Principal during the whole of the Model School term.

2. Procuring a separate room for Model School purposes.

The importance of these two provisions must be apparent to any person who has paid the least attention to school organization. As all the Model Schools of the Province, with only a few exceptions, have complied with the regulations, and have found them conducive to their own prosperity, I am anxious that those in which there still linger some defects, should make such changes as would perfect this necessary part of our school system.

I trust your Board will make an effort to carry out the wishes of the Department, and that it is only necessary to point out defects in order to have them remedied. You will find herewith, a brief report from the Inspector of Model Schools.

Yours truly,

GEO. W. ROSS,
Minister of Education.

EDUCATION DEPARTMENT,
TORONTO, July, 1885.

CIRCULAR TO PUBLIC SCHOOL INSPECTORS.

SIR,—I forwarded to you, a few weeks ago, a parcel containing a copy of the authorized Scripture Readings, for each school and Department in your Inspectoral Division. While conducting your usual visit next term, I trust you will be able, without much inconvenience, to distribute them among your teachers. Before doing so, however, I desire to call your attention to the regulations respecting religious instruction recently issued.

By paragraph three, "Any teacher having conscientious scruples against opening and closing his school, as provided by the regulations, is required to notify the Trustees in writing to that effect." In carrying out the intention of this regulation, every precaution should be taken that the liberty which may be rightfully exercised, as therein provided, should not be used as a means of ostracising the teacher of any denomination or creed, nor should his conscientious scruples be a reason for official censure, much less for his dismissal, by any Board of Trustees.

The right conceded to the pupil of absenting himself from the religious exercises of the school, as provided in paragraph four of the regulations, requires the most careful attention of every teacher. In order that the parents and guardians of Roman Catholic pupils may be saved unnecessary trouble in giving notice to teachers under this regulation,

it is to be assumed that the parent or guardian of a Roman Catholic pupil has notified his wish to the teacher, as by this rule required, unless such parent expressly notifies such teacher, in writing, that he desires the pupil of which he is such parent or guardian to attend and be present at the religious exercises prescribed. Before entering upon the closing exercises of the school, the teacher should therefore allow a short interval to elapse, during which such pupils might retire, and in this way remove all doubts as to the faithful observance of the regulations.

While the Education Department is most anxious to promote the moral welfare of the pupils attending the Public and High Schools of the Province, it is equally anxious that the rights guaranteed to all by the Public Schools' Act should not be interfered with. You will, I trust, in the discharge of your public duties, endeavour to impress these views upon every teacher and trustee within your jurisdiction.

Yours truly,

GEO. W. ROSS,
Minister of Education.

EDUCATION DEPARTMENT,
TORONTO, July, 1885.

4.—CONFIRMATION OF BY-LAWS.

The following is a list of the By-laws confirmed during 1885.

| Municipality passing By-law. | Date of Application to confirm. | School Corporation affected. | Other Municipalities concerned. | How disposed of. |
|-------------------------------|---------------------------------|------------------------------|---------------------------------|---|
| Township of Albion... | Dec. 12th, 1884. | 2 Albion | 3 Albion and Bolton .. | By-law No. 260, Confirmed 3rd Feb. '85. |
| Township of East Luther | May 19th, 1885. | Section No. 1 | None..... | By-law No. 72, Confirmed 27th June '85. |

APPENDIX B.—PROVINCIAL NORMAL AND MODEL SCHOOLS.

1.—THE TORONTO NORMAL SCHOOL.

1. *Staff of the Toronto Normal School, 1885.*

| | | | |
|----------------------------|--------------------------------------|---|---|
| Thomas Kirkland, M.A. | Principal. | | |
| James Carlyle, M.D. | Mathematical Master. | | |
| J. H. McFaul. | Drawing Master, and in Model School. | | |
| S. H. Preston | Music | " | " |
| Richard Lewis. | Elocution | " | " |
| Sergt. T. Parr. | Drill and Calisthenics | " | " |

2. *Students in the Toronto Normal School, 1885.*

| | ADMITTED. | |
|--------------------------|-----------|---------|
| | Male. | Female. |
| First Session | 31 | 93 |
| Second Session | 40 | 80 |
| Total | 71 | 173 |

2.—THE OTTAWA NORMAL SCHOOL.

1. *Staff of the Ottawa Normal School, 1885.*

| | | | | | |
|------------------------------|---|---|---|---|---|
| John A. MacCabe, M.A. | Principal. | | | | |
| Geo. Baptie, M.A., M.B. | Science Master. | | | | |
| Wm. Scott, B.A. | Mathematical Master, | | | | |
| R. H. Whale. | Drawing Master, and in Model School. | | | | |
| W. G. Workman | Music | " | " | " | " |
| E. B. Cope. | Drill and Calisthenics Master, and in Model School. | | | | |

2. *Students in the Ottawa Normal School, 1885.*

| | ADMITTED. | |
|----------------------|-----------|---------|
| | Male. | Female. |
| First Session | 40 | 54 |
| Second Session | 34 | 33 |
| Total | 74 | 87 |

3.—THE TORONTO MODEL SCHOOL.

1. *Staff of the Toronto Model School, 1885.*

| | | | |
|-----------------------------|-------------------------------------|---|---|
| Charles Clarkson, B.A. | Head Master, Boys' Model School. | | |
| Angus McIntosh | First Assistant, | " | " |
| James McLurg | Second | " | " |
| Miss Hattie McLellan | Third | " | " |
| " Margaret T. Scott | Head Mistress, Girls' Model School. | | |
| " K. F. Hagarty | First Assistant, | " | " |
| " M. Meehan | Second | " | " |
| " J. Meneilley | Third | " | " |
| " B. E. Hailman | Kindergarten Teacher. | | |

2. *Number of Pupils in 1885.*

Boys, 150. Girls, 156. Total, 306.

4.—THE OTTAWA MODEL SCHOOL.

1. *Staff of the Ottawa Model School, 1885.*

| | | | |
|---------------------------|-------------------------------------|---|---|
| Edwin D. Parlow | Head Master, Boys' Model School. | | |
| Thomas Swift | First Assistant, | " | " |
| R. H. Cowley | Second | " | " |
| Miss Eliza Bolton | Third | " | " |
| " Adeline Shenick | Head Mistress, Girls' Model School. | | |
| " Mary G. Joyce | First Assistant, | " | " |
| " Margaret A. Mills | Second | " | " |
| " M. E. Butterworth | Third | " | " |

2. *Number of Pupils in 1885.*

Boys, 172 Girls, 180 Total, 352.

5.—REPORT OF JAMES A. McLELLAN, ESQ., LL.D., INSPECTOR.

Since my official examination into the working of some of the best Normal Schools in the United States, in the year 1882, I have had them frequently in mind during my visits to our own Normal Schools, and have on each occasion compared or contrasted our own system and its results with those of the most successful schools in New York, Massachusetts and Connecticut. The more closely our own system is examined the more reason is there, in my opinion, to be justly proud of it, and the greater cause have we to congratulate ourselves on having at least approached, if we have not yet quite reached, an ideal Normal School.

There is not the least doubt that the system of professional training adopted by the Education Department is the soundest, most practical, and most economical that has been hitherto devised by any State; and the excellent results which have been attained during the short time it has been in operation justify the expectation of pre-eminent success in the not distant future.

Under what may be called the *old regime*, the attention of our Normal School masters was so much directed to the mere literary education of the students, (as is still the case in nearly all the United States schools) and the purely *professional* training of the students was, as a necessary consequence, so far neglected, that the results could not be entirely satisfactory. The students may, indeed, have had the benefit of excellent literary instruction—more than that, this instruction may have been imparted to them in manner illustrative of the soundest principles of the philosophy of education; but in too many instances the student was so very backward at the commencement of his course that all his time was required for the mere preparation of his class-work, and he was necessarily too anxious about the *matter* of his daily lesson to pay much attention to the *manner* in which it was taught. Hence it not unfrequently followed that the average Normal School student went out of the institution very little better, so far as professional training was concerned, than he was when he entered it.

But now “we have changed all that,” and by insisting on adequate preparation in literary subjects before the student is admitted to the Normal School, we have relieved the masters of responsibility for the general education of their student-teachers, and so have enabled them to devote nearly all their time and energy and zeal to the work of professional training in pedagogy—the art and science of teaching. The students, too, being already “brought past the wearisome bitterness of their learning,” are able to devote themselves with energy and pleasure to the work of methodizing their knowledge, and learning the noblest of all merely human lessons—the best, easiest and most pleasant method of imparting instruction to others, and so contributing to form that intellectual and moral manhood which is the very essence of national life.

They are now able to devote the necessary time to acquiring a knowledge of the psychological principles that underlie intellectual and moral education,—of the hygienic principles that form the foundation, and no inconsiderable portion of the superstructure of physical education,—and of the deeper and too much neglected elements which form the basis of æsthetic culture, and constitute so large a part of the worth and strength of man. The acquisition of clear ideas and sound principles on these all-important subjects are of such vital importance in the qualifications of the teacher, that no one at all worthy of the name now dreams of neglecting them, and no one unworthy of the name should be permitted to practise his hireling hand in even the humblest school-room in the land. The Normal School student of to-day has good reason to be thankful for the opportunities he enjoys of obtaining the most useful information so pleasantly in the lecture-room, instead of being forced, as were his less fortunate predecessors, either to enter their profession in a state of eyeless ignorance of its first principles, or to acquire them by plodding through the dreary volumes of “professional literature,” many of which have been compiled by mere book-makers, or written by education theorists, ignorant, perhaps, of the very subjects that they profess to show “how to teach.” It is, therefore, no small advantage to our Normal students that they have able practical educators to expound the true principles of education, and to illustrate their application in the practical work of

the school-room; to methodize the "methods," and to systemize the "systems" with which educational literature teems in bewildering confusion.

It is worth while to call attention to the important fact, which is too often ignored by disclaimers against the expense of our High School system, that were it not for these COLLEGES OF THE PEOPLE, it would be impossible for us to accomplish all that we are now doing in preparing teachers for the public schools of this country. Were it not for the high degree of efficiency which now distinguishes our Collegiate Institutes and High Schools, the Normal Schools would be quite unable to discharge their true functions as institutions for the professional training of teachers. So that, once more we are face to face with the indisputable fact that the thoroughness of our public school education depends essentially on the thoroughness of our High School education. I am not aware that there is a single State in the Union that has solved the problem of "the separation of the *academic* from the *professional* training of teachers." It has been solved for the first time in Ontario; and I am of opinion that if some of our American friends, who have advanced theoretic reasons against the separation of the academic instruction of the student-teacher from his professional training, could witness the degree of success which we have already attained, they would, perhaps, acknowledge that the facts are too strong for them, and that in the professional training of teachers, as well as in her system of school inspection, Ontario stands without a rival among the States of the Union.

Another advantage of our present system is that it enables both the masters and students to pay more attention to criticism in practical work than could be devoted to it under the old plan. There is more time for the cultivation of the powers of attention and observation, and a consequent quickening of the faculties called into play in the development of the powers of perception and reflection. And here it may be well to note that there is a possibility, nay, a danger, of giving misdirection to the critical faculty, a danger against which the student alone can guard himself by examining himself as well as others, and by a candid criticism of his own mental processes as well as of the mental manifestations of others. He must guard himself against the error of supposing that fault-finding is criticism. He must, it is true, be ever ready to note and correct whatever is improper in the language, statement, method or manner of his teacher or pupil; but, if he aims at the cultivation of the true critical spirit, he must be even more ready to note and applaud whatever is excellent, than to condemn what falls short of his ideal. He must bear in mind that to be forever on the alert, pencil in hand, to jot down every little *lapsus lingue* that may fall from the lips of lecturer or fellow-student, is to be very far indeed from exercising the true function of a critic, and will be utterly inadequate to secure him either the reputation of an exemplary student now, or that of an efficient teacher in the future.

The literary preparation of the students in the High Schools and Collegiate Institutes is on the whole satisfactory, and no doubt will be still more so in the future, as, under the new regulations for professional training, the teachers in these schools will be still better qualified for what is required of them in educating the teachers for the 6,000 schools of the province. At present very little time can be given in the Normal Schools to mere academic work; still, something is done to improve the scholarship and literary culture of the students, and I think with excellent effect. It is a matter of common observation among the students, no less than the masters, that the best prepared students—those having the least need for literary instruction—are the most ready to acknowledge the necessity for the *review* of their academic work, which is still required as an essential part of the professional course. It is only just to say that we now hear very few complaints of the "unfairness" of being re-examined in such work after having passed the previous non-professional examination. I am satisfied that if there are now to be heard any such complaints they come from those who have the least right to complain. If a student, after obtaining his non-professional certificate, spends from one to three years in teaching—so bereft of the spirit of the true teacher that he spends scarcely a single studious hour in improving his knowledge of mathematics, science and literature,—in fact, disposes of his books and makes haste to forget the elements of scholarship which he had acquired—how can he justly complain when it is forcibly revealed to him that professional knowledge cannot be based on ignorance,—that ignorance of a subject means

ignorance of the method of teaching it? I have a strong conviction that the course of teaching, recently recommended by the department, will do much to foster studious habits amongst our young teachers, and that, as a consequence, their subsequent course at the Normal Schools will prove, not only a pleasant experience, but pre-eminently an educational power for the discharge of the high duties of the teacher. As to the general conduct of the students in attendance, the system of discipline adopted in both our Normal Schools, and the constant daily and hourly attendance by the principals, who never are and never ought to be absent from their charges, are productive of the most salutary effects. Both principals have been able to make highly gratifying reports of the gentlemanly and lady-like behavior and deportment of those placed under their control.

APPENDIX C.—COUNTY MODEL SCHOOLS.

1.—REPORT OF J. J. TILLEY, ESQ., INSPECTOR.

All the County Model Schools were open during the term, and one was opened for the first time in the Village of Bracebridge for the District of Muskoka. This school is well equipped, and should be of very great service. Fifteen students were in attendance. Model Schools should be established in Algoma and Parry Sound Districts, and in the County of Haliburton, if schools possessing the necessary requirements can be provided. There is no school in Haliburton sufficiently large for this purpose, but arrangements might possibly be made for utilizing the Fenelon Falls Public School. The attendance for 1885 was 1305, which was considerably larger than that in any previous year. Very good work was done in the schools, especially in those in which provision was made for allowing the principal to give all his time to the Model School. After carefully observing the work done in our Model Schools, and after comparing one school with another, I cannot but come to the conclusion that the best results can be achieved only when the principal is relieved of all public school teaching during the Model School session. In 26 schools the principals were relieved during the whole of each day; in 18 schools they were relieved during half of the day, which is all the regulations require, and in 8 schools no relief whatever was afforded them. In the last mentioned schools the principals were required to teach their own divisions from 9 a.m. until 4 p.m. The students in these schools received instruction from the principal before and after the regular school hours, and were left during the day almost entirely in the hands of the assistants. As I said in my last report, to expect satisfactory results under such circumstances is most unreasonable; it is unfair to the principal, and unjust to the students. Schools which still neglect to comply with the regulations should no longer be recognized as Model Schools.

Separate rooms for the training of students were provided in 49 schools: 3 are yet required.

Too much credit cannot be given to the teachers in the Model Schools for the faithful manner in which they discharge their duties. These duties are often surrounded by considerable difficulties, and in many cases add more to the teacher's labor than to his salary. In small schools some difficulty is experienced in providing for the thirty lessons to be taught by each student, especially when the number of students is large. The assistants in these schools complain of their work being too much disturbed. I would advise that in such cases the number of lessons be reduced to twenty-five or even to twenty if necessary. Little was done during the year in furnishing works of reference for the students. The syllabus furnished to the schools, lightened the labor of the principals, and was of considerable service to the students. The number of copies required for the students should, in future, be sent to each school at the beginning of the session. "Browning's Educational Theories" was not well received. The general opinion is that there is not sufficient time at the disposal of the principal during the short Model School term to do anything like justice to this work, which, though excellent in itself, is felt not to be in the line of the introductory work which should be done in County Model Schools. The principals spoke very highly of the attention and diligence of the students during the session, and, judging from what I saw at the annual inspection, the commendation was merited. The students in attendance were certainly a superior class, and should hereafter give a good account of themselves in the school-room.

Our present Model School system, when established in 1877, was undoubtedly a tentative measure with considerable uncertainty surrounding its introduction. After a fair trial, extending over nine years, I think it can no longer be regarded as an experiment, but it may justly claim to be considered a satisfactory and economical means of providing a fair amount of professional training for all who wish to enter the teaching profession. There may possibly be those who do not look with favor upon the Model School system

but it is very doubtful if any intelligent person would be willing to return to the system which existed prior to 1877, under which any one, by passing a literary examination, and without receiving any professional training, or furnishing any evidence whatever of his aptitude to impart instruction, or to govern a school, could at once enter upon the important work of teaching the youth of our country. Assuming that the value of preparatory professional training for all teachers is recognized by every one, we may properly conclude that the work must go on, and that it must be done either in Model Schools or in provincial Normal Schools. The accommodation afforded by each of the two Normal Schools now established, provides for about 240 students per year, and as this accommodation is fully taxed for the training of second-class teachers, it necessarily follows that four or five Normal Schools, equal in capacity to those now established, would have to be built to furnish the requisite accommodation for the 1,100 or 1,200 students that enter our Model Schools year by year. If these were provided, the annual cost of maintenance, added to the interest on capital account, could not be less than \$60,000 a year—a very large amount, and one which the Province is, probably, not prepared to assume. The Government pays \$7,500 yearly to County Model Schools, and an equal amount is contributed by the counties. The total cost is, therefore, about \$15,000, or not more than one-fourth of the amount that would be required if Normal Schools were provided to do the work which is now done in Model Schools. If, then, all teachers are to be trained, the retention of the system of County Model Schools is certainly justifiable on the basis of economy. This conceded, the question of their efficiency should be fully considered, their defects should be candidly discussed and remedied, if possible, and all necessary provision made to render them still more efficient.

DEFECTS.

One of the most serious defects is the too frequent change of teachers. During the past nine years the average number of Model Schools in operation per year was about 44, and there were no fewer than 78 changes among principals. During that time the schools were under the charge of 112 different persons. 4 schools had 6 different principals; 6 had 5; 2 had 4; 22 had 3 or 2, and 18 schools retained the same principal during the nine years. As there are from 5 to 10 assistants in nearly every Model School we may safely assume that the number of changes among the assistants was five times greater than it was among the principals. This would give us 112 principals and 560 assistants for 44 schools in nine years. It is unnecessary to speak at length of this defect, as the injury occasioned thereby must be apparent to every one. If Normal School masters were changed with the same frequency, public attention would very soon be called to the subject. One cause of change is the large number of Model Schools scattered over the province. Another is the close connection between the Model School and the Public School, and the dependence of the former upon the latter. The principal of the Model School being responsible for a division in the Public School, various complications arise in connection with the latter; the principal retires, and the Model School work passes into the hands of an inexperienced man. Another cause, and perhaps the most fruitful one, is that the remuneration for doing what is, in many cases, really double work, is not sufficient to retain the services of many good men. Each Model School receives \$300 a year from government and municipal grants, and about \$100 as fees from students. About one-half of these receipts is usually applied to supplementing the principal's salary; in some cases not more than a third is used in this way, and in other cases the whole amount is appropriated by the trustees, and used for current expenses. If trustees place their school at the disposal of the students, and furnish a separate room, properly seated and heated, they are entitled to some suitable remuneration for doing so. Another defect is the too great dependence of the Model Schools in many places upon the regular staff of teachers in the Public School. When the principal is enabled to give all his time to the Model School work, little difficulty arises, but when he is relieved for only a portion of the time, the training of the students must be either neglected or assigned to the assistants. I know, from frequent visits to Model Schools, that many assistants do not regard this work with favor; they are disposed to look upon

it as a disturbing element, and as an additional duty which brings them neither remuneration nor credit. Under such circumstances it may be fairly questioned if the students receive that attention and assistance which they need and to which they are justly entitled. Another serious defect is the comparatively short time during which the work is carried on. The time and attention of the principal having been given exclusively to Public School work during two-thirds of the school year, it necessarily follows that there will be a considerable waste of both time and energy before the Model School can be properly organized. As the session is but short every loss is serious. Continuous work along one line is necessary to produce the best results.

SUGGESTIONS.

If the number of Model Schools were reduced, and the efficiency of those retained, increased, I believe much better results would be achieved than can be produced under the present arrangement.

To this end I would recommend :—

I. That the Province be divided into about 20 Model School districts, each containing an important Public School which can readily furnish all the requirements for a well equipped Model School.

II. That there be two sessions in the year, the first beginning about the 1st of September and ending in December; the second beginning about the 1st of February and ending in May.

III. That the Model School master be principal of the Public School in which the Model School is established, and that his whole time be given to the training of the students and to the general supervision of the Public School.

IV. That the income of a Model School from grants and fees be not less than \$1,000 a year, and that this sum, at least, be the salary of the principal.

V. That the Public School Inspectors in a Model School district and the principal of the Model School constitute the Board of Examiners for that district.

VI. That the expenses of the examinations be divided equally among the counties forming a Model School district.

OBJECTIONS MET.

It is but natural to suppose that difficulties stand in the way. I do not, however, consider them either insuperable or very serious, nor do I consider them of sufficient importance to weigh in the scale against the advantages of the scheme outlined above; they are certainly not greater than those which presented themselves at the introduction of the present system, and which have been largely overcome. The following objections would probably be offered :—

I. County Councils would be unwilling to grant money for the support of a school not within their own municipality; but County Councils have been contributing for years to the support of Model Schools, situated in separate municipalities, without raising any objection thereto. The County of Frontenac contributes to the support of the Model School in the City of Kingston, Wentworth, to the school in Hamilton, Middlesex, to the school in London, and in many other instances the Model School for a county is situated in a town separated from the county for municipal purposes. The proposed union of counties is, of course, somewhat different from these cases, but if the advantages to be gained were properly understood I do not believe any serious objection would be raised.

II. Trustees would object to the closing of the Model School established in connection with their Public School. Model Schools were not established for the benefit of any particular Public School, but for the training of students and for advancing the general interests of education. The facilities which large graded schools afforded were utilized, and equivalents by way of fees and grants were given to the trustees of these schools. The amount received in every case has been sufficient to pay for the services of an assistant, and also to pay a considerable portion of the principal's salary. The Model Schools cannot, therefore, be charged with any pecuniary indebtedness.

As Model Schools were generally established in thriving towns, the separate room provided for the use of the students will doubtless soon be required to meet the increasing demand for additional Public School accommodation, and as the Model Schools under the proposed arrangements would undoubtedly be selected from among those now established, this difficulty would scarcely be felt.

III. Objection might be raised to the re-organizing of the County Boards, but it cannot be denied that the Inspectors of Public Schools and the Principals of Model Schools are, from the nature of the work in which they are constantly engaged, the best qualified to judge of the fitness of students to take charge of Public Schools.

IV. The inconvenience to those students who could not attend during the fall term would probably be the most serious difficulty. If 20 Model Schools were established, there would be about 60 students for each school, or 30 per session; 600 students would therefore have to wait for the second term. Of these, about 100 would be below the age at which certificates can be obtained, and could not, therefore, engage schools until some time during the following year at least. Again, if only those who had obtained third-class non-professional certificates were detained for the second term, many of them would avail themselves of the further opportunity afforded for attending some High School, and would thereby be farther advanced toward the standard for second-class certificates. The plan proposed would cause a considerable reduction in the supply of teachers for the first half of the year following its introduction, but special arrangements could be made for carrying the supply forward until midsummer, where necessary. Many young teachers would then begin their work after the summer vacation, which is certainly a more suitable time than the first of the year.

ADVANTAGES.

I. If the government and municipal grants and fees now paid to the 52 Model Schools in operation, were divided equally among 20, there would be a yearly income of at least \$1,000 for each. This sum would be sufficient to secure and retain the services of first-rate men, and the loss now sustained by the frequent change of teachers would be very much reduced.

II. The Principal, by being relieved of all class teaching, and by giving his attention continuously to Model School work, would be able to do far better work than he can possibly do under the present system. He would also have sufficient time at his disposal to enable him to attend to the organization and general supervision of the school, and to conduct the half-yearly promotion examinations. The benefit thus conferred upon the Public Schools, in which Model Schools were established, would be very great.

III. The Principal, having all his time at his disposal, could do all the marking of the students, and thus not only relieve the assistants very much, but also reduce to a minimum the friction which sometimes exists between Model and Public School work, and of which teachers and trustees often complain.

IV. A Model School can now be regarded only as an appendix to a school, and it cannot be denied that in some cases it is merely tolerated by trustees, but if Model

Schools were established at important centres, as I have suggested, they would at once take rank as important permanent institutions, and would be relieved of many difficulties and contingencies which now surround them.

V. If there were but 20 Model Schools, the Principals of these could come together from time to time, without much inconvenience, exchange opinions and discuss their common work. By this means all would be benefited and a greater degree of uniformity would be secured than is possible under present circumstances. The training of third-class teachers would then become a distinct and most important branch of our educational system, a prize to be sought for by all teachers, and a reward to the most successful.

If the plan which I have outlined were adopted, I believe our Model Schools would be placed upon a more satisfactory and permanent basis, and would at once enter upon a career of increased usefulness.

The statistics for the year are given in the annexed table :—

SCHEDULE A.—2. STATISTICS OF

| NAME OF MODEL SCHOOL. | No. of Student Teachers on Roll. | | Increase over last year. | No. who withdrew during the term. | No. who passed Final Examination. | Males. | Females. | No. that failed. | No. of Lectures on Education. | No. of Lectures on School Law. | No. of Lectures on Hygiene. | No. of Lessons taught by each Student. | No. of Departments used. | No. of Assistants with the required qualifications. | |
|-----------------------------|----------------------------------|----------|--------------------------|-----------------------------------|-----------------------------------|--------|----------|------------------|-------------------------------|--------------------------------|-----------------------------|--|--------------------------|---|-----|
| | Males. | Females. | | | | | | | | | | | | | |
| 1 Barrie | 33 | 16 | 17 | 13 | 33 | 16 | 17 | | 35 | 10 | 10 | 28 | 11 | 6 | |
| 2 Beamsville | 13 | 7 | 6 | | 13 | 7 | 6 | | 40 | 10 | 20 | 30 | 3 | 3 | |
| 3 Berlin | 12 | 7 | 5 | | 11 | 7 | 4 | 1 | 90 | 6 | 10 | 50 | | 1 | |
| 4 Bracebridge | 15 | 4 | 11 | | 15 | 4 | 11 | | 60 | 30 | 40 | 18 | 5 | 6 | |
| 5 Bradford | 18 | 12 | 6 | 6 | 18 | 12 | 6 | | 24 | 12 | 22 | 30 | 4 | 2 | |
| 6 Brampton | 22 | 10 | 12 | 9 | 18 | 8 | 10 | 3 | 46 | 5 | 10 | 30 | 5 | 5 | |
| 7 Brantford | 29 | 13 | 16 | 9 | 28 | 13 | 15 | | 52 | 14 | 34 | 40 | 8 | 16 | |
| 8 Caledonia | 22 | 14 | 8 | | 22 | 14 | 8 | | 30 | 5 | 10 | 20 | 4 | 4 | |
| 9 Chatham | 36 | 9 | 27 | | 36 | 9 | 27 | | 85 | 13 | 60 | 24 | 14 | 6 | |
| 10 Clinton | 28 | 19 | 9 | | 24 | 15 | 9 | 4 | 48 | 7 | 15 | 33 | 8 | 6 | |
| 11 Cobourg | 28 | 12 | 16 | | 22 | 7 | 15 | 6 | 12 | 6 | 5 | 36 | 10 | 10 | |
| 12 Cornwall | 24 | 6 | 18 | 13 | 24 | 6 | 18 | | 30 | 5 | 10 | 30 | 6 | 3 | |
| 13 Durham | 15 | 10 | 5 | 4 | 14 | 10 | 4 | 1 | 35 | 12 | 18 | 36 | 4 | 3 | |
| 14 Farmersville | 39 | 13 | 26 | 4 | 38 | 13 | 25 | | 74 | 10 | 14 | 15 | 3 | 3 | |
| 15 Forest | 18 | 8 | 10 | 2 | 13 | 4 | 9 | 5 | 124 | 22 | 42 | 32 | 4 | 3 | |
| 16 Galt | 12 | 6 | 6 | | 12 | 6 | 6 | | 62 | 6 | 13 | 36 | 9 | | |
| 17 Goderich | 27 | 12 | 15 | | 19 | 8 | 11 | 8 | 40 | 3 | 6 | 28 | 8 | 8 | |
| 18 Hamilton | 17 | 5 | 12 | | 17 | 5 | 12 | | | | | 35 | 3 | 3 | |
| 19 Ingersoll | 15 | 1 | 14 | 1 | 13 | 1 | 12 | 2 | 24 | 4 | 6 | 30 | 12 | 8 | |
| 20 Kincardine | 29 | 13 | 16 | 8 | 25 | 10 | 15 | | 32 | 4 | 11 | 40 | 7 | 6 | |
| 21 Kingston* | 19 | 5 | 14 | | 19 | 5 | 14 | | 53 | 18 | 25 | 32 | 6 | 6 | |
| 22 Lindsay | 23 | 6 | 17 | | 22 | 6 | 16 | 1 | 45 | 7 | 12 | 20 | 9 | 6 | |
| 23 London | 37 | 7 | 30 | 9 | 25 | 5 | 20 | 10 | 88 | 5 | 10 | 30 | 4 | 2 | |
| 24 Madoc | 37 | 8 | 29 | 18 | 35 | 8 | 27 | | 40 | 10 | 20 | 15 | 5 | 5 | |
| 25 Martintown | 22 | 3 | 19 | 7 | 21 | 3 | 18 | | 40 | 10 | 15 | 30 | 3 | 2 | |
| 26 Milton | 19 | 12 | 7 | 2 | 19 | 12 | 7 | | 65 | 11 | 15 | 27 | 5 | 3 | |
| 27 Morrisburg | 16 | 8 | 8 | | 16 | 8 | 8 | | 70 | 5 | 20 | 25 | | 3 | |
| 28 Mount Forest | 41 | 17 | 24 | | 35 | 14 | 21 | 4 | 36 | 6 | 8 | 16 | 7 | 3 | |
| 29 Napanee | 27 | 6 | 21 | | 27 | 6 | 21 | | 20 | 5 | 8 | 12 | 6 | 5 | |
| 30 New Edinburg | 15 | 8 | 7 | | 15 | 8 | 7 | | 40 | 5 | 15 | 30 | 4 | 2 | |
| 31 Newmarket | 23 | 16 | 7 | 13 | 23 | 16 | 7 | | 60 | 10 | 10 | 30 | 5 | 3 | |
| 32 Norwood | 9 | 4 | 5 | | 8 | 3 | 5 | 1 | 55 | 10 | 15 | 30 | 4 | 2 | |
| 33 Orangeville | 19 | 12 | 7 | 3 | 19 | 12 | 7 | | 35 | 10 | 15 | 30 | 10 | 7 | |
| 34 Owen Sound | 22 | 8 | 14 | 7 | 18 | 5 | 13 | 4 | 43 | 12 | 15 | 40 | 5 | 4 | |
| 35 Parkdale | 27 | 11 | 16 | | 24 | 9 | 15 | 3 | 65 | 30 | 32 | 30 | 10 | 7 | |
| 36 Perth | 33 | 14 | 19 | 12 | 31 | 14 | 17 | 1 | 38 | 15 | 13 | 30 | 7 | 3 | |
| 37 Picton | 19 | 5 | 14 | | 19 | 5 | 14 | | 62 | 4 | 44 | 33 | 8 | 5 | |
| 38 Port Hope | 24 | 9 | 15 | | 23 | 9 | 14 | | 60 | 8 | 16 | 30 | 15 | 8 | |
| 39 Port Perry | 16 | 9 | 7 | | 16 | 9 | 7 | | 65 | 13 | 26 | 30 | 5 | 3 | |
| 40 Prescott | 17 | 4 | 13 | 2 | 17 | 4 | 13 | | 42 | 7 | 24 | 37 | 6 | 5 | |
| 41 Renfrew | 49 | 16 | 33 | 28 | 49 | 16 | 33 | | 64 | 10 | 16 | 35 | 5 | 2 | |
| 42 St. Thomas | 52 | 22 | 30 | 15 | 43 | 17 | 26 | 8 | 32 | 8 | 10 | 22 | 8 | 5 | |
| 43 Sarnia | 25 | 9 | 16 | | 22 | 7 | 15 | 2 | 56 | 10 | 25 | 30 | 9 | 5 | |
| 44 Simcoe | 16 | 5 | 11 | | 16 | 5 | 11 | | 38 | 6 | 17 | 32 | 7 | 7 | |
| 45 Stratford | 78 | 36 | 42 | 16 | 76 | 34 | 42 | 1 | 50 | 10 | 20 | 30 | 19 | 15 | |
| 46 Strathroy | 34 | 17 | 17 | 5 | 23 | 9 | 14 | 10 | 46 | 9 | 8 | 34 | 8 | 7 | |
| 47 Vankleekhill | 24 | 5 | 19 | 16 | 22 | 4 | 18 | 1 | 61 | 26 | 53 | 31 | 4 | 4 | |
| 48 Welland | 21 | 3 | 18 | 7 | 19 | 2 | 17 | 2 | 30 | 6 | 12 | 30 | 4 | 4 | |
| 49 Whitby | 16 | 8 | 8 | | 16 | 8 | 8 | | 42 | 15 | 25 | 32 | 4 | 3 | |
| 50 Windsor | 17 | 7 | 10 | 5 | 16 | 7 | 9 | 1 | 20 | 10 | 10 | 45 | 7 | 6 | |
| 51 Woodstock | 20 | 6 | 14 | | 20 | 6 | 14 | | 20 | 6 | 12 | 30 | 6 | 6 | |
| 52 Walkerton | 36 | 17 | 19 | | 34 | 16 | 18 | 2 | 43 | 8 | 14 | 30 | 7 | 3 | |
| Total | 1305 | 520 | 785 | 234 | 21 | 1203 | 467 | 736 | 81 | 1467 | 509 | 936 | 1559 | 340 | 258 |

* In 1884, 13 Candidates were awarded District Certificates.

COUNTY MODEL SCHOOLS, 1885.

| Time given daily by Principal to Lectures, Criticisms, etc. | Was an Assistant provided? | To what extent was Principal relieved each day? | Is separate room for Model School purposes provided? | Is this room in the school buildings? | Was Vocal Music taught? | Was Drill taught? | Allowance to Assistants for Model School work. | Allowance to Principal for Model School work. |
|---|----------------------------|---|--|---------------------------------------|-------------------------|-------------------|--|---|
| 1 2½ hrs. | yes | 2½ hours | yes | yes | no | no | \$ c. | \$ c. |
| 2 all day | " | all day | " | " | yes | yes | 40 00 | 200 00 |
| 3 " " | " | " | " | " | " | " | 150 00 | 150 00 |
| 4 " " | " | " | " | " | " | " | 125 00 | 100 00 |
| 5 3 hrs. | " | 2½ hours | " | " | " | " | 90 00 | 700 00 |
| 6 all day | " | all day | " | " | no | " | 125 00 | 100 00 |
| 7 5 hrs. | " | 3 hours | " | " | yes | " | 125 00 | 175 00 |
| 8 all day | " | all day | " | " | no | no | 125 00 | |
| 9 3 hrs. | " | 3 hours | " | no | yes | yes | 200 00 | |
| 10 4 hrs. | " | 2½ hours | no | no | no | " | | |
| 11 2½ hrs. | " | 2½ hours | yes | yes | " | " | | 200 00 |
| 12 3 hrs. | " | 2½ hours | " | " | " | " | 50 00 | |
| 13 3 hrs. | " | 3 hours | " | " | " | no | 150 00 | |
| 14 all day | " | all day | " | " | " | " | 120 00 | |
| 15 " " | " | " | no | no | " | " | 160 00 | |
| 16 2½ hrs. | no | | no | yes | " | " | | 150 00 |
| 17 2½ hrs. | " | | yes | yes | some | " | | 190 00 |
| 18 2 hrs. | " | | " | no | no | a few lessons | 130 00 | |
| 19 all day | yes | all day | " | yes | " | " | 130 00 | |
| 20 " " | " | " | " | " | " | " | 120 00 | |
| 21 4 hrs. | " | 3 hours | " | " | " | yes | 80 00 | 120 00 |
| 22 2½ hrs. | " | 2½ hours | " | " | " | no | 160 00 | |
| 23 2½ hrs. | " | 2½ hours | " | " | Kinderg'nsgs. | yes | 25 00 | 100 00 |
| 24 4 hrs. | " | all day | " | " | " | yes | 120 00 | 50 00 |
| 25 3 hrs. | no | " | " | " | yes | Calisthenics | 150 00 | |
| 26 all day | yes | all day | " | " | no | yes | 75 00 | 300 00 |
| 27 " " | " | " | " | " | yes | " | 78 00 | 115 00 |
| 28 2½ hrs. | " | " | " | " | no | " | 100 00 | 100 00 |
| 29 all day | " | " | " | " | yes | Calisthenics | 500 00 | |
| 30 2 hrs. | no | | no | no | yes | yes | 250 00 | 100 00 |
| 31 3 hrs. | yes | 3 hours | yes | yes | no | " | 100 00 | |
| 32 3 hrs. | no | | " | no | yes | " | 160 00 | |
| 33 all day | yes | all day | " | yes | " | Calisthenics | 100 00 | |
| 34 " " | " | " | " | " | yes | yes | 250 00 | 100 00 |
| 35 " " | " | " | " | " | no | " | 100 00 | |
| 36 " " | " | " | " | " | yes | " | 160 00 | |
| 37 " " | " | " | " | " | no | no | 100 00 | 100 00 |
| 38 " " | " | " | " | " | yes | " | 90 00 | 150 00 |
| 39 2½ hrs. | " | 2½ hours | " | " | no | " | 125 00 | 50 00 |
| 40 3 hrs. | no | 3 hours | " | " | yes | yes | 80 00 | 70 00 |
| 41 2 hrs. | yes | all day | " | " | no | " | 75 00 | 156 00 |
| 42 all day | " | all day | " | " | yes | yes | 100 00 | |
| 43 3½ hrs. | " | 3 hours | " | no | " | " | \$6 per week | 125 00 |
| 44 all day | " | all day | " | yes | yes | " | 125 00 | 100 00 |
| 45 " " | " | " | " | " | no | no | 150 00 | 100 00 |
| 46 3 hrs. | " | 3 hours | " | yes | yes | yes | 125 00 | |
| 47 3 hrs. | no | | " | no | yes | " | | 25 00 |
| 48 3 hrs. | yes | 3 hours | " | yes | yes | " | | |
| 49 4 hrs. | " | 3 hours | " | yes | yes | " | | |
| 50 all day | " | all day | " | " | no | no | | |
| 51 3 hrs. | " | " | " | " | " | " | | |
| 52 all day | " | " | " | " | " | " | | |

† 1 male and 4 females were awarded District Certificates.

SCHEDULE B.

| NAME OF MODEL SCHOOL. | NAME OF PRINCIPAL. | CLASS OF CERTIFICATE. |
|--------------------------|------------------------------|--------------------------|
| Barrie..... | T. O. Steele | 1st Class A. |
| Beamsville | W. H. Harlton | 1st " " |
| Berlin..... | J. Suddaby..... | 1st " C. |
| Bracebridge | R. F. Greenless | 1st " A. |
| Bradford | Isaac Day | 1st " " |
| Brampton | A. Martin | 1st " " |
| Brantford | William Wilkinson, M.A. | M.A. |
| Caledonia | Isaac Rowat | 1st Class A. |
| Chatham | George B. Kirk..... | 1st " " |
| Clinton | William R. Lough | 1st " C. |
| Cobourg | W. S. Ellis | B.A., B. Sc. |
| Cornwall | P. Talbot | 1st Class C. |
| Durham | James Winterborn | 1st " A. |
| Farmersville..... | Thomas M. Porter | 1st " C. |
| Forest..... | John R. Brown | 1st " " |
| Galt | Robert Alexander | 1st " B. |
| Goderich | Allan Embury | 1st " A. |
| Hamilton | George W. Johnson | 1st " " |
| Ingersoll | H. F. McDiarmid..... | 1st " " |
| Kincardine | F. C. Powell | 1st " B. |
| Kingston | R. K. Row | 1st " " |
| Lindsay | Richard Lees | 1st " C. |
| London | W. J. Carson | 1st " A. |
| Madoc | Donald Marshall | 1st " B. |
| Martintown | Alex. Kennedy | 1st " " |
| Milton | Henry Gray | 1st " " |
| Morrisburg | G. E. Broderick | 1st " C. |
| Mount Forest | Samuel B. Westervelt..... | 1st " " |
| Napanee | James Bowerman | 2nd " " |
| New Edinburg | John McJanet | 1st " C. |
| New Market | William Rannie | 1st " " |
| Norwood | A. Hutchinson | 1st " " |
| Orangeville | M. N. Armstrong | 1st " " |
| Owen Sound..... | T. Frazer | 1st " " |
| Parkdale | J. A. Wismer | 1st " " |
| Perth | M. M. Jaques | 1st " C. |
| Pictou | R. W. Murray | 1st " B. |
| Port Hope..... | F. Wood | 1st " " |
| Port Perry | Alex. M. Rae | 1st " C. |
| Prescott | Crawford Macpherson..... | 1st " B. |
| Renfrew | J. Boag | 1st " C. |
| St. Thomas | N. M. Campbell | 1st " " |
| Sarnia..... | Alex. Wark | 1st " B. |
| Simcoe | George Sharman | 1st " C. |
| Stratford | Chas. Wm. Chadwick..... | 1st " A. |
| Strathroy | Thos. Dinsmore..... | 1st " C. |
| Vankleekhill | R. J. Sangster | 1st " " |
| Welland | Robert Grant | 1st " " |
| Whitby | James Brown | 1st " " |
| Windsor | James Duncan | 1st " " |
| Woodstock | G. W. Vanslyke | 1st " A. |
| Walkerton | W. R. Telford | 1st " B. |

APPENDIX D.—TEACHERS' INSTITUTES.

1. ONTARIO TEACHERS' ASSOCIATION, 1885.

Extract from the proceedings of Convention held on the 11th, 12th and 13th days of August, 1885.

The Convention met on Tuesday, August 11th, 1885.

The 1st Vice-President, Dr. Purslow, in the chair.

Reports respecting County Associations were received from—

| | | | | |
|------------------------|----------------------------|--------------|-----|----------|
| J. E. Elliott..... | West Gray..... | Representing | 100 | Members. |
| John Spence..... | Ontario..... | " | 125 | " |
| James Birch..... | West Kent..... | " | 90 | " |
| John Munro..... | Ottawa..... | " | 50 | " |
| John C. Linklater..... | North Huron.... | " | 36 | " |
| R. H. McMaster..... | Dufferin..... | " | 70 | " |
| Neil D. McKinnon..... | W. Bruce..... | " | 80 | " |
| William Linton..... | Waterloo..... | " | 80 | " |
| E. H. Anderson.... | S. Hastings and Belleville | " | 105 | " |
| James Duncan..... | N. Essex..... | " | 102 | " |
| T. O. Steele..... | N. Simcoe..... | " | 75 | " |
| W. J. Osborne..... | P. E. County..... | " | 90 | " |
| J. W. Henstridge..... | Frontenac..... | " | 140 | " |
| S. McAllister..... | Toronto..... | " | 250 | " |
| James McElroy..... | Carleton..... | " | 120 | " |
| Charles Ramage..... | S. Grey..... | " | 100 | " |
| C. H. Fuller..... | S. Essex..... | " | 64 | " |
| John R. Brown | } East Lambton..... | " | 100 | " |
| Thomas White | | | | |
| R. E. Brown..... | Centre Huron.... | " | 50 | " |
| Thomas McKee..... | South Simcoe..... | " | 70 | " |

RESOLUTIONS ADOPTED.

High School Section.

Resolved, That the Senate of Toronto University be urged, as soon as practicable, to make such arrangements regarding the Local Examinations as will enable it to allow to candidates writing at such Examinations all the privileges allowed to candidates writing at Toronto.

Resolved, 1st, that Chaucer should be removed from the First Year's Examination to a later stage in the curriculum, and be replaced by some modern author; 2nd, that English prose should receive due recognition in the English course of the University; 3rd, that the study of the earlier forms of the language should be provided for in the later years of the curriculum.

Resolved, That equal recognition should be given in the Junior Matriculation in the matter of Scholarships, to Modern Languages and to Classics; and that Ancient History and Geography should be annexed to Classics, and Modern History and Geography to Modern Languages.

Resolved, That such a value should be assigned to the department of science, in awarding the General Proficiency Scholarship at Junior Matriculation, as to encourage the teaching of science in the High Schools.

Resolved, That this Section call the attention of the University Senate to the objectionable character of the honor paper in English and the pass paper in History and Geography at Junior Matriculation.

Resolved, That the University Senate be requested to allow all candidates at Junior Matriculation to take more than one sub-department of Natural Science, and that the course in Botany be more accurately defined.

Resolved, That the Section appoint a Committee to wait upon the Hon. the Minister of Education, and explain to him the objectionable nature of some of the Second and Third class papers set at the recent Departmental Examinations.

Report of the Committee on High School Graduation:—

“The committee appointed by the High School Section in August, 1884, to bring in a scheme for High School Graduation, in accordance with the general resolution then passed by this Section in favour of such a provision being made, begs leave to report as follows:—

“I. That the committee met on the 4th of April last, and after carefully examining a draft of scheme submitted for consideration by the Hon. the Minister of Education, decided to recommend its adoption with a few amendments as to certain subjects in several courses.

“II. Your committee find that, subsequently to its meeting, the Minister has recast the scheme for High School Graduation in harmony with the new course of study proposed for High Schools and Collegiate Institutes, embodying at the same time the minor changes we suggested regarding subjects.

“III. As thus simplified the scheme may be outlined as follows:—

“(a) Any pupil who passes the Departmental or the University examination in any of the courses prescribed for Form II., III., or IV., in a High School or Collegiate Institute, shall be entitled to a Graduation Diploma signed by the Minister of Education and the Head Master of the High School at which such course was completed.

(b) The courses above referred to are as now arranged:

1. Course of Form II., H.S., being that of Junior Matriculation at the University of Toronto. (Pass.)
2. Course of Form III., H.S., being that of Junior Matriculation with Honors.
3. Course of Form IV., H.S., being that of Senior Matriculation.
4. A Commercial Course, being that required of candidates for Second Class Certificates.

“(c) These four courses, covering the ordinary work of the High Schools, provide for four distinct forms of Graduation Diploma, viz.: 1, Commercial Course; 2, Junior Matriculation (Pass); 3, Junior Matriculation with Honors; 4, Senior Matriculation; the highest of these also reaching the upper limit of the High School Course.

“(d) In addition to passing the prescribed examination, each candidate shall submit to the Education Department through the Head Master, the following documents: 1, a certificate of having attended at least one year; 2, a certificate of character.

(e) Commencement exercises should be held in each High School or Collegiate Institute at a suitable time during the autumn term of each year, at which the Graduation Diplomas may be presented to the successful candidates.

“The committee believe that by this simple scheme all the more serious objections urged last year are removed. It will be observed that no separate examination is required, no extra work is imposed, nor is the ordinary course of our teaching interfered with in any manner.

“The scheme, we think, possesses all the advantages of the more elaborate one at first proposed, without any of its incumbrances.

"We therefore recommend its adoption and, since its acceptance by individual schools is entirely optional, we trust that members of the Section will use their influence to make High School Graduation generally acceptable throughout the country." *Report adopted.*

D. C. McHENRY, *Chairman of Committee.*

The Hon. the Minister of Education addressed the Section on the Proposed Regulations for the Distribution of the High School Grant and it was resolved :—That a hearty vote of thanks be presented to the Hon. the Minister of Education for his kindness, and still more for his consideration in inviting the teachers of the Province to make suggestions touching the proposed regulations.

Report of the Committee appointed to take into consideration the status of Upper Canada College and its relation to the Provincial system of Education.

"The High School Section of the Ontario Teachers' Association would respectfully submit to the Hon. the Minister of Education, that although at one time Upper Canada College was a necessary adjunct of the Provincial University, it is no longer in the interests of secondary education that a school of this character should be maintained from Provincial funds. In support of their contention they submit—

"1. That the records of the matriculation examination at the Toronto and other Universities of Ontario clearly prove that the work of preparing candidates for this examination is quite as well done at the County and City High Schools as at Upper Canada College.

"2. That in the training of Public School teachers the High Schools do an important work in which Upper Canada College has no part.

"3. That the Education Department has found it necessary to select Training Institutes from the High Schools, which depend largely on local support.

"They submit further that the funds that have been diverted to the support of Upper Canada College are urgently needed for the purposes of higher education.

"It is, therefore, the opinion of this Section that, in the general interests of education in the Province, Upper Canada College should be closed, and its revenues appropriated for other purposes."

The report of the Committee on Mr. Wetherell's paper on the present and possible influence of the High School Section was read and considered seriatim. The following clauses were adopted :—

1. "That the Executive Committee of the High School Section be requested (1) to draw up a Constitution, By-laws and Rules of Order for the Section, and to report at our next annual meeting; (2) to send at a suitable time to all High School teachers a circular, pointing out the special objects of the annual meeting, and urging the attendance of the masters; (3) to refer the question of a change of time of the annual meeting to the general Executive.

Resolved, That the High School Section of the Executive Committee be recommended to make such changes in the constitution and duties of the Legislative Committee, that it may take the place of an advisory committee to be consulted by the Minister on all questions on which he may wish to consult the High School masters.

Resolved, That the High School Entrance Examination be placed at the end of the Fourth Class, and that the examination be held only once a year.

Resolved, That the questions set in History for the late High School Entrance examination were too abstract and comprehensive to be properly understood and intelligently answered by boys and girls under fifteen years of age; and that the attention of the Minister of Education be respectfully called to this fact."

Report of the committee on the retention of the Fifth Class in our Public Schools :—

"That while we approve of making the Public School course of studies fit into that pursued in our High Schools, we think that, to have the Public School course end with the Fourth Class, or to enforce any regulations tending to discourage the retention of the Fifth Class in our Public Schools, would be disastrous to the interests of Public School education." *Report adopted.*

INSPECTORS' SECTION.

The School Programme.

Resolved, That supplementary reading be recommended for use in all classes.

Resolved, That writing on paper be added to programme for First Class work.

Resolved, That easy Vulgar Fractions be added to Arithmetic (Third Class).

It was recommended that Book-keeping by Single Entry form a subject of study in all Schools, and that the title "Writing" on the margin be changed to "Writing and Book-keeping."

Resolved, That the Geography for Third Class be "Definitions, Map of the World, North and South America, Dominion generally and Ontario minutely," and that for Fourth Class the following be added to proposed standard, "Dominion, British Isles and United States to be thoroughly taught."

Resolved, That the tonic Sol-Fa System, possessing, as it does, advantages as to ease of acquisition and simplicity, be recommended for use at the option of the Teacher.

Resolved That *Classification of Words and Correction of Common Errors* be added to Third Class Grammar.

Resolved, That the Minister be requested to change the Regulation respecting School accommodation to read that "where the school population exceeds one hundred, or the average attendance exceeds forty, there shall be two rooms."

Resolved, That the Hon. the Minister of Education be requested to prepare a circular to County Councils respecting reasonable travelling expenses.

Resolved, That at least *three* of the *five* years required for an Inspector's Certificate under (6) should be in Public School work while holding a Provincial certificate of qualification.

Resolved, That it is inexpedient to abolish the Departmental Examination for First Class Non-professional Examinations as the qualification for Inspector's Certificates.

Resolved, That the first clause of Clause 2 (page 14, Regulations) be amended to read "To spend on an average one half-day in the visitation of each school."

Resolved, That a committee, consisting of Messrs. Morgan, Brebner and Dearness, be appointed to prepare an improved form for Inspector's Reports to Trustees at the close of each visit, and to submit the same to the Minister of Education for his consideration ; also to bring in a report respecting this matter to the meeting of Public School Inspectors at next session.

Resolved, That the words "not longer than" be inserted after (2) in Clause 14, page 16.

Resolved. That this Section considers a minimum of 350 cubic feet of air capacity per pupil should be made obligatory in all schools erected after 1885.

Resolved, That Book-keeping by single entry should form one of the subjects of Examination for Entrance to High Schools.

Resolved, That in the opinion of this Section a County Board of Examiners, composed of the Public School Inspectors and Head-masters of High Schools, should read the answers of Candidates for admission, and that the subjects should be so divided that all the answer papers in any subject may be valued by the same examiner.

During the Sessions of the Association the following papers were read, viz.:—

The Historical Development of Education. David Allison, LL.D.

Education in Reference to Character. Very Rev. C. W. E. Body, M.A.

A Plea for Science in Schools. J. C. Glashan.

The Study and Teaching of English. William Houston, M.A.

Permanency of the Teaching Profession. D. Fotheringham.

Reading as part of Elocution. Thomas Swift.

2.—REPORT OF JAMES A. McLELLAN, ESQ., LL.D., DIRECTOR.

Since the Fall of 1884 the Teachers' Institutes have been somewhat more directly under the guidance and control of the Education Department than they had previously been, that is to say, the Department has more directly helped to secure the efficiency of these highly important local associations of the teachers; and as the new system of conducting them has been in operation now for a little more than a year, the present is a fitting opportunity to say something of the success that has attended the new departure.

PRIOR TO 1884.

In some form or other teachers' associations or institutes had been held in a few of the counties of Ontario for many years before the practice had become general, much less universal, as is the case at present; and so much good had resulted from them, whenever established, that it was thought advisable by the Education Department to increase their efficiency by giving them distinct, official sanction and countenance. Accordingly, the regulations of 1877 for the first time recognized teachers' institutes as forming an integral part of the educational system of the Province, and, subsequently, they received pecuniary assistance also in the shape of an annual grant of money from such funds as might be available for that purpose by the Minister of Education. Aided by this official recognition, and ably supported by the zeal and energy of the great bulk of the profession, as well as of the Inspectors, they quickly acquired an influence and importance much greater than had yet attended them, and soon came to be considered throughout the Province, as they had for many years been regarded in several of the counties, as a most useful adjunct to the Model and Normal Schools, and an essential element in our educational machinery. It was thought, however, that their usefulness might be promoted still further, and their popularity both with the teachers and the public might be enhanced by the appointment of one or more officers by the Department, whose duty it should be to be present at the annual meeting of each association, and aid the local authorities by taking an active part in the discussions, and by such other means as might be considered desirable. Many of the Inspectors and other leading educators in the Province made representatives to that effect to the Minister of Education. They pointed out that in some places there has been considerable difficulty in filling good and useful programmes, and that occasional disappointments, from this and other causes, had occurred and were likely to be still more frequent in the future. It was represented, too, that in a considerable number of districts the labor of getting up the necessary number of topics constantly fell on the almost unaided efforts of the Inspectors, assisted by a very few teachers who could be induced to undertake the trouble of preparing a suitable paper or subject for discussion. In several places the experiment had been tried of procuring the services of some outside educator, and this plan had been found to work tolerably well, but it was difficult to obtain lecturers of experience and ability, and besides, the

expenses which had to be incurred in securing efficient lectures were necessarily heavy and proved to be quite a burdensome tax on the somewhat limited funds at the disposal of the association.

THE PRESENT SYSTEM.

Under these circumstances the Department deemed it advisable to act upon the well-considered representations of the Inspectors and teachers, and to relieve the local associations of the expense necessarily incurred in securing "outside" assistance. The Minister, therefore, appointed me to the position of "Director of Teachers' Institutes," and late in the year 1884 I entered on my official duties in this capacity with pleasure and with diffidence about equally divided. With pleasure, because it is a work in which I take the deepest interest, and with diffidence, because my previous experience had abundantly shown me how difficult it would be for me, or, indeed, for any man, to attain to the high standard of excellence expected, or at least desired, by the teachers. The comparative shortness of the season during which it is possible for the Institutes to be held, places it entirely out of the power of any man to be present at them all; but my colleague, Mr. Tilley, divided the duty with me during the past year, and gave unqualified satisfaction at all the institutes attended by him. The subjoined list will show the dates and places of meeting of the several Institutes visited by Mr. Tilley and myself, respectively, from the inauguration of the present method of conducting them in October, 1884, down to the close of the year 1885.

DATES OF ANNUAL MEETINGS.—1884-1885.

1884.

| <i>Counties.</i> | | <i>Counties.</i> |
|------------------|--------------------|--|
| Lambton..... | Oct. 9th and 10th. | Renfrew.....Sep. 26th and 27th. |
| Kent..... | " 16th and 17th. | Prescott and Russell.....Oct. 3rd and 4th. |
| Huron..... | " 23rd and 24th. | Dundas....." 10th and 11th. |
| Halton..... | " 30th and 31st. | Prince Edward....." 17th and 24th. |
| Wentworth..... | Nov. 6th and 7th. | |

1885.

| <i>Counties.</i> | <i>JANUARY.</i> | <i>Counties.</i> |
|---------------------------|------------------------|------------------|
| South York..... | 15th and 16th | |
| North York..... | 22nd and 23rd | Peel |
| Simcoe..... | 29th and 30th | |
| | <i>FEBRUARY.</i> | |
| Peterboro'..... | 5th and 6th | |
| Durham..... | 12th and 13th | |
| | 19th and 20th | Leeds |
| Waterloo..... | 26th and 27th | Grenville |
| | <i>MARCH.</i> | |
| East Victoria..... | 2nd and 3rd | Stormont |
| | 5th and 6th | Lanark |
| Brant..... | APRIL 30th and MAY 1st | Welland |
| | <i>MAY.</i> | |
| Hastings..... | 7th and 8th | East Bruce |
| Lennox and Addington..... | 14th and 15th | West Bruce |
| Prince Edward..... | 18th and 19th | |
| Frontenac..... | 21st and 22nd | North Grey |
| Renfrew..... | 28th and 29th | South Grey |
| | <i>JUNE.</i> | |
| Northumberland..... | 5th and 6th | Haliburton |
| Haldimand..... | 12th and 13th | |
| Wellington..... | 19th and 20th | Huron |
| Dufferin..... | 26th and 27th | Halton |

| <i>Counties.</i> | SEPTEMBER. | <i>Counties.</i> |
|----------------------------|---------------------|------------------|
| Glengarry | 17th and 18th | Norfolk |
| Prescott and Russell | 24th and 25th | Kent |
| | OCTOBER. | |
| Lincoln | 1st and 2nd | Wentworth |
| Elgin | 8th and 9th | Oxford |
| Middlesex | 15th and 16th | Lambton |
| Perth | 22nd and 23rd | Essex |
| Dundas | 29th and 30th | |
| | NOVEMBER. | |
| Carleton | 5th and 6th | |

SUCCESS AND VALUE OF THE TEACHERS' INSTITUTES.

It would be impossible, within the limits I have allowed myself, to give a detailed or circumstantial report of each of the Institutes separately ; but a few words may be said in a general way of the success attending them as a whole, and of their general effect and value to the teachers themselves, the public at large, and the Education Department.

a.—Success and General Effect of the Teachers' Institutes.

It will readily be conceded that the action of the Education Department, in appointing officers to attend the annual meetings of the Institutes, has been highly acceptable to the vast majority of the teachers in the Province, and the hearty manner in which the efforts of the Department were sustained reflects very great credit on the Inspectors and teachers in the several counties. In almost every instance the Inspectors and other working members of the associations threw themselves heart and soul into the work of the meetings, and most ably seconded the Departmental officers in their efforts, in increasing the efficiency of the Institutes. As a natural consequence we had unusually good and stirring conventions : programmes carefully selected and carried out with thoroughness and ability, debates and discussions conducted with the greatest energy and complete good feeling, attendance far above the average in most places, and a much greater proportion of the teachers than formerly taking part in the actual business of the meetings. The interest taken in these meetings is shown by the fact that many of them walk from 10 to 20 miles to be present at the discussions. I know of one who walked 30 miles mainly to get information on a single difficult point, which he wanted to handle well for an advanced class. Too much praise can hardly be awarded to the Inspectors, for it is abundantly evident that the success of these and all similar gatherings of teachers must depend very greatly on these officers. A good Inspector will invariably have good wide-awake, zealous teachers, and good teachers will have good conventions ; so that these meetings form an almost infallible test of the great energy and ability of the Inspectors first, and then of the teachers. Applying this test to our own Province, it is not much to say that it would be extremely difficult to find a body of educators equal to those of Ontario and impossible to find their superiors. In a very few of the Institutes it appears that the members had fallen into the error of supposing that the appointment of a Director had relieved them of all responsibility for the success or failure of the Institute. The error was perhaps an excusable one, and, indeed, I had expected to find traces of it in a much greater number of instances, notwithstanding the precautions taken by the Department to guard against it. But as every Institute has now been visited, it is only reasonable to expect that on the occasion of our second and all subsequent visits, the teachers, in the few Institutes I have referred to, will take the same warm and active interest in its success as was exhibited with such gratifying results in the great majority of Institutes last year. Lest there should still be any lingering misconception in the mind of any teacher as to the object of appointing a Director, it will not be out of place to repeat here the outline of his duties indicated in the Depart-

ment circular on Teachers' Institutes, issued in Department 1884: The circular sets forth, that the duties of the Director of Teachers' Institutes briefly are: (a) To visit each Institute annually; (b) to deliver at least three lectures to the Institute, and one public address at each visit; (c) to form the teachers into classes for instruction in methods of teaching; (d) to direct the profession either by examination, or otherwise, as to the literature that should occupy their attention during their spare hours; (e) to arouse their professional enthusiasm by personal intercourse and advice; (f) to meet trustees and other school officers and give such information in regard to school matters as may be required; (g) to report annually to the Department the attendance at each meeting, the nature of the work done, etc.

It further goes on to point out to all concerned that, it is not to be forgotten that while assistance is being rendered, as above indicated, much will still depend upon local effort. The object of the Department in providing official assistance is not to supersede but to supplement home talent.

(b) *Value of the Institutes to the Teachers.*

1. It has frequently been observed that the general tendency of all gatherings, or conventions of any body of people of the same calling or profession is to promote an *esprit de corps* among the members; and this tendency may be very distinctly observed as one of the consequences immediately resulting from these Institutes. Association, for a common object, engenders in teachers as in others, a fellow feeling that would never arise if they remained constantly isolated, and with little or no sympathy with their fellow-workers. They form a higher estimate of the dignity of their profession and become more deeply imbued with a feeling of determination never to allow it to be degraded by any word or deed of theirs. Seeing of what a large and influential body they form a part, they readily rise to the exigencies of the position, and resolve by their individual conduct and by their kindly help to each other to maintain the honour of their profession, and to merit the deference due to it from the outside world.

2. These meetings greatly increase the zeal of the members in most cases, and have a tendency to do so in all. Enthusiasm, begets enthusiasm, and many a student, in whom long isolation had begotten a feeling of apathy, has found his flagging courage reanimated, and his zeal and energy quickened into new life by the contagious enthusiasm that develops so quickly in a band of co-workers assembled for a common purpose. Hearing his fellow-workers tell of trials, overcome and difficulties vanquished, he begins to hope that he too may triumph, and he returns to his daily work after the meeting with a heart warmed towards his profession, and buoyed up with a fresh resolve to do with all fidelity and zeal the high work that has been entrusted to his hands.

3. In these meetings the teachers find their best opportunity for the discussion of what they may consider defects in the practical working of our educational system. Here they may bring before the notice of their fellows whatever ideas have suggested themselves to them regarding the working of the School Law and Regulations, and whatever changes and modifications they think might be of service to the teaching profession, or to the country at large. They are sure at least of a respectful hearing, and if, their ideas appear to be feasible and good, they will no doubt receive the approval and endorsement of the Institute; and, in this way, finally produce an effect in the legislation of the Province that, they would otherwise be very unlikely to have.

4. These Institutes tend to render the teacher's position more secure. For they not only promote that *esprit de corps* in a general sense, of which I have already spoken, but they develop and strengthen the bond of union and brotherhood in a very special and personal sense as well. How often has it not happened that a good teacher, secure in the knowledge of a careful, painstaking, efficient discharge of his duties, has been startled at the close of perhaps an unusually successful session, by the curt information that the trustees no longer require his services; that some other, some hireling, a disgrace to his profession, had offered his services at a "lower figure," and had been "hired" accordingly (the word suits such a one exactly) by the trustees in their zeal for economy: the thing has happened with too great frequency in the past; it happens occasionally every now

and then, because the members of the profession have not been imbued with that feeling of brotherhood, of personal loyalty, that ought to exist among members of the same body. The necessity for meeting in these conventions will assuredly do a great deal towards stamping out this most pernicious practice. Nor, is the time far distant, when it will be impossible for any teacher to be guilty of such a shameful thing. Under the comparative laxity of the former mode, it would always be possible for such "an underminer" to remain away from the Institute altogether; but all this is changed, and the mere dread of the consequences of improper professional conduct will exercise a powerful influence in promoting honourable conduct among teachers in their dealings with one another. It is difficult to act meanly towards one with whom we have to meet on friendly terms, and he who might otherwise stoop to such degradation will surely be deterred from it by the consciousness that, at the annual meeting at least, he must stand face to face with the fellow teachers whom he has wronged; and by the knowledge that such conduct would certainly entail on him the bitter and not silent scorn of the whole Association, and subject him to the keen torture of being sent to Coventry by the profession.

5. In their relations with the untried world the position of the teachers will be strengthened and improved by regular attendance at the meetings annual and occasional. The public is, on the whole, a kindly entity, needing only some special excitement to evoke its sympathy; and latterly the people have been manifesting an interest in the teachers' associations at once gratifying and commendable. At these meetings they are brought into direct contrast with the teachers in their collective capacity, and they are inspired with that feeling of respect that is nearly always felt for numbers. Seeing that their own teacher is one of the numerous and highly-respectable class, they begin to feel a deeper interest in him and in his work. And it must be the teacher's own fault if he cannot turn that interest to good account in promoting the good of his school and improving his own social position in his community. He can stimulate their interest into kindness and respect by letting them see with what courtesy and respect his opinions are received by his fellow-teachers; for modestly expressed opinions are invariably received with the utmost respect in every well-conducted teachers' institute.

6. And here the principle of associations of contrary ideas suggests that another advantage of the teachers' conventions is that they constitute a most powerful machinery for the annihilation of "prigs." For just as modest merit is almost certain to be discovered, no matter how bashfully it may seek to hide itself from the convention, so surely are the loud-mouthed vapourings of pretentious ignorance recognized; and with just as much heartiness as they award the meed of deference and praise to quiet usefulness, with just as much, or even greater zest, do they unmask the false pretences of the charlatan and overwhelm him with confusion by remorseless ridicule.

7. Of the more strictly personal advantages conferred on the teachers by these meetings it may be noticed that they bring the teacher and the Inspector together under the best possible conditions for their mutual benefit. The teacher may, without the smallest hurt to his self-respect, receive a lesson, or even an admonition, from the Inspector that could scarcely be given in a private conversation. The Inspector may, under this guise of a public recommendation of general application, convey a hint, or even a rebuke, calculated to remove some abuse or neglect of duty, whereas if he attempted to correct the evil by private counsel or remonstrance his well-meant interference might be misconstrued and utterly fail to accomplish the desired object. Many a teacher has had a necessary hint for his special benefit conveyed in this very manner, and has been deeply grateful for the kindly forbearance that prompted his Inspector to convey in the shape of general advice and criticism what in his particular case he felt might well have merited a rebuke. The relations between teachers and Inspectors are peculiarly liable to friction, and it is not the least of the advantages of the institutes that they have a tendency to remove all possible feelings of antagonism.

8. The best teachers in the Province are the readiest to admit the benefits conferred on the members of the profession and the keen pleasure excited in their minds by the discussion of various methods of teaching the several subjects on the curriculum and

securing the general and particular improvement of their schools. Whatever other benefits result from these associations are to a large extent merely incidental. *This* is their real object and their special *raison d'être*; and to promote this one object all others should give way. This must always take precedence as it does now; and indeed, the more closely and directly this primary object is kept in view the more surely all the other advantages will be gained as well. It is highly gratifying to be able to report that in this respect the institutes held last year were all that could be expected or even desired. In every institute this object was kept steadily in view and was regarded as the paramount consideration by the inspectors and their coadjutors. During the year we have joined in the discussion of every subject in the public school programme again and again, and in hardly an instance did we fail to observe some point of novelty and interest brought to light by some one or other of those who took part in the discussion. The pleasure of communicating knowledge lies very close to the pleasure of acquiring it; which should be placed highest in the roll of pleasure, it would be difficult to say; but in this, too, as in all else that pertains to things of human sympathy, "it blesseth him that gives and him that takes." It is undoubtedly not only a great benefit, but a great enjoyment as well, to point out the success that has attended their own methods, and to listen to the experience of others who may have employed the same general principles, but adopted a different mode of applying them. And this is a pleasure and an advantage that can be derived to a greater or less degree by every teacher who chooses to listen heedfully, even though his want of experience may not allow him to contribute to the discussion—he must be an attentive, if a silent, listener, for attendance without attention is of very little use. Some of the teachers have not had the advantage of professional training at the Normal School, nor even at the county Model School, and to these the Teachers' Institute should be especially fruitful of benefits. There they hear and see the best and most approved methods of instruction exemplified before them, and they hear the most experienced teachers in their association discuss these methods freely, with frequent specific illustrations of their usefulness. The Inspector brings to the discussion the wider experience he has at command as the result of his observation in all the schools of the county, and the director contributes his share to an elucidation of the matter in hand by describing what he has observed during his official visits to the various institutes throughout the entire Province. Nor are such discussions profitable to those only who have not received special professional training. The "old students" of the Normal Schools, as might be expected, take the keenest delight in such debates, and many an excellent graduate of earlier days has expressed his pleasure, at having his memory refreshed and his technical training recalled forcibly to his mind by the admirable review of his professional education, afforded by a well-sustained discussion of some good paper at an institute. In fact, the time and proper light in which to regard the institutes is to look upon them as the supplements of the Normal Schools and county Model Schools. A well-selected programme of sufficient variety, in a professional view, carefully prepared and fully discussed, is almost an entire Normal School course condensed into the space of a two days' convention.

9. Such a meeting gives an additional value to the institutes in its effect on the teacher, for it not only awakens his half-forgotten knowledge of principles and methods, but it invites him subsequently to reflect on the manifold duties devolving on him. It is not necessary to specify them in detail; but, most certainly, after these institutes the conscientious teacher will more carefully consider, and more faithfully try to discharge his duties to his pupils and their parents in the first place, to his Inspector and the trustees and other education authorities in the second place, and lastly, but by no means of least importance, to his fellow-teachers and to himself.

10. It will enable him to make his school much better as a general rule, and more easily managed in every case, by bringing it into harmony with the other schools in the County. A good deal has been done in this direction already by the system of uniform examinations, directly the product of the institutes. A good deal more remains to be done. Absolute uniformity is of course absolutely unattainable—it would not be desirable even if it could be attained—but the schools may be brought more into harmony with each other to the improvement of all, and the opportunities for comparing notes and

interchanging ideas and suggestions afforded by the Institute's meetings, will do more than any other agency could do to secure, not a minute uniformity of methods, but, what all desire, a uniformity of excellence.

11. The meetings of the teachers give them an easy opportunity of helping themselves and each other to situations by enabling them to learn of probable vacancies in time to take the necessary steps to secure them. This may, at first sight, seem such a trifling matter as not to be worthy of mention; but to young and inexperienced teachers, and in the case of remote schools in country districts, it is certainly a consideration of no slight moment.

(c) *Value of the Institutes to the People.*

I am glad to be able to say that the public interest in these gatherings of teachers is constantly increasing. I have known intelligent farmers to drive twenty miles to be present at the daily meetings and the evening lecture. In general the public meetings held in connection with the conventions have been exceedingly well attended. I suppose that during the past year not less than 20,000 people have attended these educational meetings, and I believe that in 1886 will be witnessed results still more gratifying. There has been, too, a deep interest shown in even the professional meetings of the conventions. This is a source of great encouragement to the teachers, and is of great importance to the cause of education generally. Where there is little or no public interest in the teacher and his work, there one may expect to find a half-hearted teacher and a feeble school; where public interest is strong and intelligent, one will find a zealous teacher and a vigorous school. The teacher makes the school, it is often said; so, to be sure, he does; but it may be pertinently asked, what makes the *teacher*? Is it scholarship, or professional training, or legal certificates, or contracts for work and wages—any or *all* of these? Doubtless these are necessary elements, but there are some other things of not less worth in preparing the true teacher for his work; is public appreciation of his high calling nothing? Is warm sympathy for his self-sacrificing labours nothing? Is co-operation of parents and trustees nothing? Is a “fair day’s work for a fair day’s pay” nothing? These and other things like them are with the people; they have a mighty influence in making the teacher “what he is, or in preventing him from being what he is *not*.” Communities are beginning at last to understand that while it is true that “as is the teacher, so is the school,” it is all but equally true that “*as are trustees, so will be the teacher, and that as are the people, so will be the trustees*”—in a word, that the people are co-factors (if I may use the word) with the teacher in making the school what it ought to be. When this is fully realized—when, instead of the ignorance, indifference and illiberality that are all too prevalent, there shall be an intelligent appreciation of the work of education, a sympathetic co-operation with the teacher and a liberal reward for a work that demands all the energies of life, it will be clearly seen how powerful are these influences in the TRAINING of the TEACHER, and we shall witness the beginning of a brighter era in national education.

(d) It will, I think, be generally conceded that it will be of no small advantage to the Department of Education to be placed, through the medium of these institutes, in more direct contact with the best “educational thought” of the country. In earlier days the complaint was general—whether well-founded or not, I shall not now take upon me to decide—that the teachers of the country had little or no influence in shaping its educational policy. Teachers may not always have known what was best to be done in every complex question of educational policy, but with the higher standing in education and professional skill which has been now attained—with a body of inspectors such as cannot be equalled on this continent for education, professional experience, and practical ability—it would be strange, indeed, if the professional thought of the country were of no worth in contributing to the solution of the great question of national education—“the hardest and most difficult problem ever proposed to man.”

3. TEACHERS' INSTITUTES—FINANCIAL STATEMENT, 1884.

| NAME OF INSTITUTE. | No. of Institutes. | Total Number of Members. | Government Grants. | Municipal Grants. | Members' Fees. | Balances and other sources. | Total Receipts. | Printing and Postage | Libraries, Educational Journals, etc. | Miscellaneous. | Total Expenditure. | Balances. |
|-------------------------------|--------------------|--------------------------|--------------------|-------------------|----------------|-----------------------------|-----------------|----------------------|---------------------------------------|----------------|--------------------|-----------|
| | | | | | | | | | | | | |
| 1 Brant | 1 | 110 | 25 00 | ..... | 17 00 | 49 98 | 91 98 | 5 30 | 40 00 | 11 65 | 56 95 | 35 03 |
| 2 Bruce, East | 1 | 110 | 25 00 | ..... | ..... | 120 41 | 145 41 | 11 94 | ..... | 44 45 | 56 39 | 89 02 |
| 3 Bruce, West | 1 | 40 | 25 00 | ..... | 11 00 | 92 40 | 128 40 | 20 19 | 4 00 | 59 97 | 84 16 | 44 24 |
| 4 Carleton | 1 | 80 | 25 00 | ..... | ..... | 143 85 | 168 85 | 24 74 | ..... | 41 00 | 65 74 | 103 11 |
| 5 Carleton | 1 | 74 | 25 00 | ..... | 30 90 | 1 74 | 107 64 | 6 72 | 84 70 | 10 00 | 101 42 | 6 22 |
| 6 Dundas | 1 | 67 | 25 00 | ..... | 12 50 | 54 13 | 91 63 | 15 87 | 22 10 | 47 10 | 85 07 | 35 12 |
| 7 Durham | 1 | 130 | 25 00 | ..... | 8 75 | 39 30 | 73 05 | 11 88 | ..... | 26 05 | 37 93 | 37 08 |
| 8 Elgin | 1 | 162 | 25 00 | ..... | ..... | 55 08 | 80 08 | 8 00 | ..... | 35 00 | 43 00 | 37 08 |
| 9 Essex, North | 1 | 80 | 25 00 | 50 00 | ..... | 53 94 | 128 94 | 35 50 | ..... | 42 20 | 77 70 | 51 24 |
| 10 Essex, South | 1 | 65 | 25 00 | 100 00 | ..... | 69 19 | 194 19 | 29 50 | 30 00 | 43 50 | 103 00 | 91 19 |
| 11 Frontenac | 1 | 22 | 25 00 | ..... | 5 50 | 44 79 | 75 29 | 21 91 | ..... | 27 00 | 48 91 | 26 38 |
| 12 Glengarry | 1 | 75 | 75 00 | ..... | ..... | 15 84 | 90 84 | 7 00 | 16 60 | 3 69 | 27 29 | 63 55 |
| 13 Grey, East | 1 | 60 | 25 00 | ..... | ..... | 194 91 | 219 91 | 15 60 | 39 00 | 41 00 | 95 60 | 124 31 |
| 14 Grey, South | 1 | 96 | 25 00 | ..... | 7 00 | 53 38 | 85 38 | 14 35 | 11 05 | 32 48 | 57 88 | 27 50 |
| 15 Grey, West | 1 | 70 | 25 00 | ..... | 20 00 | 188 70 | 233 70 | 33 75 | 79 72 | 43 20 | 156 67 | 77 03 |
| 16 Haldimand | 1 | 110 | 25 00 | ..... | 6 50 | 119 99 | 151 49 | 4 10 | 8 45 | 19 35 | 31 90 | 119 59 |
| 17 Haliburton | 1 | 49 | ..... | ..... | ..... | 84 40 | 84 40 | ..... | ..... | 3 45 | 3 45 | 80 95 |
| 18 Halton | 1 | 66 | 35 00 | 25 00 | 11 00 | 30 14 | 101 14 | 22 25 | ..... | 51 95 | 74 20 | 26 94 |
| 19 Hastings, North | 1 | 60 | 25 00 | ..... | ..... | 108 27 | 133 27 | 7 39 | 4 35 | 59 60 | 71 34 | 61 93 |
| 20 Hastings, South | 1 | 116 | 25 00 | ..... | ..... | 0 20 | 25 20 | 11 80 | ..... | 13 40 | 25 20 | ..... |
| 21 Huron, North | 1 | 25 | 25 00 | ..... | 12 50 | 141 29 | 178 79 | 4 31 | ..... | 99 67 | 103 98 | 74 81 |
| 22 Huron, West | 1 | 85 | 25 00 | ..... | 8 25 | 179 03 | 212 28 | 23 23 | 9 85 | 41 45 | 74 53 | 137 75 |
| 23 Kent, East | 1 | 80 | 25 00 | ..... | ..... | 192 55 | 217 55 | 2 17 | ..... | 74 00 | 76 17 | 141 38 |
| 24 Kent, West | 1 | 60 | 50 00 | ..... | 9 50 | 160 93 | 220 43 | 36 02 | 1 95 | 105 81 | 143 81 | 76 62 |
| 25 Lambton, East | 1 | 97 | 25 00 | ..... | 27 10 | 35 24 | 87 34 | 15 39 | ..... | 41 75 | 57 14 | 30 20 |
| 26 Lambton, South | 1 | ..... | 42 06 | ..... | ..... | ..... | 42 06 | ..... | ..... | ..... | 42 06 | ..... |
| 27 Lambton, West | 1 | 110 | 25 00 | ..... | ..... | 162 30 | 187 30 | 20 80 | 9 00 | 23 50 | 53 30 | 134 00 |
| 28 Lanark | 1 | 160 | 25 00 | ..... | 25 30 | 210 29 | 260 59 | 7 89 | 62 55 | 30 00 | 160 44 | 160 15 |
| 29 Leeds | 1 | 110 | 50 00 | ..... | 0 50 | 211 80 | 262 30 | 15 00 | ..... | ..... | 15 00 | 247 30 |
| 30 Lenoxx and Addington | 1 | 100 | 25 00 | ..... | ..... | 42 90 | 67 90 | 9 50 | ..... | 0 50 | 10 00 | 57 90 |
| 31 Lincoln | 1 | 109 | 25 00 | ..... | 7 00 | 59 47 | 84 47 | 25 95 | ..... | 1 00 | 26 95 | 57 52 |
| 32 Middlesex, East | 1 | 138 | 25 00 | ..... | ..... | 43 92 | 75 92 | 31 16 | ..... | 10 25 | 41 41 | 34 51 |
| 33 Middlesex, West | 1 | 110 | 25 00 | 160 00 | 53 75 | 107 50 | 348 25 | 44 55 | 251 75 | ..... | 296 30 | 51 95 |

| | | | | | | | | | | | |
|--|-------|-------|---------|--------|---------|----------|---------|---------|---------|---------|---------|
| 35 Northolt | 1 | 36 | 25 00 | 36 06 | 22 39 | 83 39 | 12 55 | 28 05 | 24 40 | 65 00 | 18 39 |
| 36 Northumberland | 1 | 120 | 25 00 | 15 25 | 63 64 | 108 89 | 14 50 | 7 50 | 15 70 | 37 70 | 66 19 |
| 37 Ontario | 1 | 62 | 25 00 | 11 00 | 102 88 | 108 88 | 13 84 | 84 75 | 20 20 | 118 89 | 19 99 |
| 38 Oxford | 1 | 100 | 25 00 | 29 00 | 44 63 | 69 63 | 14 89 | ..... | 37 80 | 52 19 | 17 44 |
| 39 Peel | 1 | 72 | 25 00 | ..... | 85 80 | 139 80 | 8 75 | 29 95 | 13 75 | 52 45 | 87 35 |
| 40 Perth | 1 | 179 | 25 00 | ..... | 74 67 | 99 67 | 16 12 | ..... | 61 50 | 77 62 | 82 03 |
| 41 Peterborough | 1 | 30 | 25 00 | ..... | 118 30 | 118 30 | 18 25 | 37 10 | 7 30 | 52 65 | 65 65 |
| 42 Prescott | 1 | 138 | 25 00 | 4 65 | 62 06 | 91 71 | 7 57 | 14 60 | 21 63 | 43 80 | 47 91 |
| 43 Prince Edward | 1 | 90 | 25 00 | ..... | 91 42 | 116 42 | 5 90 | ..... | 30 75 | 36 65 | 79 77 |
| 44 Renfrew | 1 | 72 | 25 00 | ..... | 34 80 | 59 80 | 9 54 | ..... | 24 75 | 34 29 | 25 51 |
| 45 Russell | 1 | 72 | 25 00 | 3 25 | 28 14 | 56 39 | 6 28 | ..... | 40 52 | 46 80 | 9 59 |
| 46 Simcoe, North | 1 | 49 | 25 00 | 19 00 | 149 31 | 243 31 | 30 84 | 88 82 | 44 93 | 164 59 | 78 72 |
| 47 Simcoe, South | 1 | 25 | 25 00 | 50 00 | 74 14 | 149 14 | 8 82 | 6 85 | 5 20 | 20 87 | 128 27 |
| 48 Stomont | 1 | 52 | 25 00 | 50 00 | 76 58 | 113 58 | 4 06 | 38 35 | 25 09 | 67 50 | 46 08 |
| 49 Victoria, East | 1 | 60 | 25 00 | 12 00 | 249 79 | 284 04 | 36 21 | 158 25 | 19 50 | 213 96 | 70 08 |
| 50 Victoria, West | 1 | 67 | 25 00 | 9 25 | 101 20 | 126 20 | 5 50 | ..... | 27 25 | 32 75 | 93 45 |
| 51 Waterloo | 1 | 40 | 25 00 | 49 80 | 72 31 | 147 11 | 23 45 | 34 20 | 58 03 | 115 68 | 31 43 |
| 52 Welland | 1 | 109 | 25 00 | ..... | 20 00 | 54 00 | 15 25 | ..... | 23 75 | 39 00 | 15 00 |
| 53 Wellington, North | 1 | 107 | 50 00 | 20 50 | 37 45 | 107 95 | 11 31 | 37 90 | 35 95 | 85 16 | 22 79 |
| 54 Wellington, South | 1 | 100 | 25 00 | 29 05 | 90 29 | 144 34 | 30 90 | 43 85 | 15 67 | 90 42 | 53 92 |
| 55 Wentworth | 1 | 100 | 25 00 | ..... | 118 88 | 143 88 | 24 75 | 2 10 | 51 00 | 77 85 | 66 03 |
| 56 York, North | 1 | 88 | 25 00 | 30 00 | 114 20 | 169 20 | 25 92 | 50 05 | 10 80 | 86 77 | 82 43 |
| 57 Algoma District | 1 | 53 | 25 00 | ..... | 25 00 | 50 00 | 3 53 | ..... | 7 50 | 11 03 | 38 97 |
| 58 Muskoka District | 1 | 50 | 25 00 | 25 00 | 84 66 | 134 66 | 17 50 | ..... | 55 47 | 72 97 | 61 69 |
| 59 Parry Sound District | 1 | 48 | 25 00 | 1 75 | 37 96 | 64 71 | 2 51 | 32 50 | 10 00 | 45 01 | 19 70 |
| 60 City of Hamilton | 1 | 97 | 25 00 | ..... | 77 29 | 102 29 | 0 25 | 21 60 | 10 25 | 32 10 | 70 19 |
| 61 City of Kingston | 1 | 33 | 25 00 | ..... | 64 91 | 89 91 | 11 20 | 22 60 | 5 70 | 39 50 | 50 41 |
| 62 City of London | 1 | 18 | 25 00 | 14 00 | 213 83 | 252 83 | 4 75 | 21 00 | 40 00 | 65 75 | 187 08 |
| 63 City of Ottawa | 1 | 60 | 25 00 | ..... | 10 87 | 35 87 | 1 85 | 3 75 | 10 30 | 15 90 | 19 97 |
| 64 City of Toronto | 1 | 200 | 25 00 | 50 00 | 156 70 | 231 70 | 12 55 | 61 25 | 31 00 | 104 80 | 126 90 |
| 65 Ontario Teachers' Association, 1883-4 | 1 | ..... | 350 00 | 65 50 | 629 40 | 1,044 90 | 155 54 | ..... | 375 35 | 530 89 | 514 01 |
| Total, 1884 | 65 | 5189 | 2027 06 | 676 05 | 6210 36 | 9423 47 | 1088 74 | 1500 09 | 2286 60 | 4875 43 | 4548 04 |
| Total, 1883 | 62 | 4821 | 4025 00 | 792 83 | 5120 08 | 10372 91 | 1186 80 | 1274 32 | 3409 67 | 5870 79 | 4502 12 |
| Increase | 3 | 368 | 1997 94 | 116 78 | 1090 28 | 949 44 | 98 06 | 225 77 | 1123 07 | 995 36 | 45 92 |
| Decrease | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

APPENDIX E.—DEPARTMENTAL EXAMINATIONS.

ADMISSION OF CANDIDATES AT COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

| SCHOOLS AT WHICH EXAMINATIONS WERE HELD. | DECEMBER, 1884. | | | | | JULY, 1885. | | | | |
|---|-----------------|---------|-----------------------------|--------------------------------------|-------|-------------|---------|-----------------------------|--------------------------------------|-------|
| | CANDIDATES. | | | | | CANDIDATES. | | | | |
| | Examined. | Passed. | From Prepara- tory Form. | From Public and Separate Schools. | | Examined. | Passed. | From Prepara- tory Form. | From Public and Separate Schools. | |
| | | | | Pub. | Sep. | | | | Pub. | Sep. |
| Alexandria..... | 48 | 7 | ..... | 32 | 16 | 31 | 10 | ..... | 23 | 8 |
| Albion..... | 37 | 25 | ..... | 34 | 8 | 44 | 36 | ..... | 40 | 4 |
| Albion..... | 19 | 13 | ..... | 16 | 3 | 28 | 16 | ..... | 28 | ..... |
| Aylmer..... | 36 | 14 | ..... | 36 | ..... | 49 | 21 | ..... | 49 | ..... |
| Barrie, C. I..... | 67 | 28 | ..... | 57 | 10 | 110 | 28 | ..... | 103 | 6 |
| Beausville..... | 11 | 6 | ..... | 11 | ..... | 32 | 21 | ..... | 32 | ..... |
| Belleville..... | 113 | 60 | ..... | 104 | 8 | 116 | 58 | ..... | 105 | 10 |
| Berlin..... | 28 | 13 | ..... | 28 | ..... | 53 | 32 | ..... | 53 | ..... |
| Bowmanville..... | 22 | 16 | ..... | 22 | ..... | 48 | 39 | ..... | 48 | ..... |
| Bradford..... | 48 | 22 | ..... | 48 | ..... | 66 | 36 | ..... | 66 | ..... |
| Brampton..... | 62 | 24 | ..... | 62 | ..... | 55 | 31 | ..... | 55 | ..... |
| Brampton, C. I..... | 76 | 69 | 1 | 65 | ..... | 123 | 105 | 1 | 112 | 10 |
| Brighton..... | 28 | 9 | 1 | 27 | ..... | 32 | 10 | ..... | 32 | ..... |
| Brockville..... | 52 | 15 | ..... | 52 | ..... | 51 | 36 | ..... | 49 | 2 |
| Caledonia..... | 46 | 30 | ..... | 46 | ..... | 72 | 33 | ..... | ..... | ..... |
| Campbellford..... | 46 | 23 | ..... | 46 | ..... | 53 | 35 | ..... | 51 | 2 |
| Carleton Place..... | 17 | 5 | ..... | 17 | ..... | 32 | 21 | ..... | 32 | ..... |
| Cayuga..... | 29 | 14 | ..... | 29 | ..... | 27 | 10 | ..... | 27 | ..... |
| Chatham..... | 83 | 33 | ..... | 76 | 5 | 120 | 49 | ..... | 98 | 14 |
| Clinton..... | 62 | 45 | ..... | 61 | 1 | 64 | 26 | ..... | 64 | ..... |
| Cobourg, C. I..... | 45 | 20 | 9 | 36 | ..... | 38 | 26 | 11 | 27 | ..... |
| Coburne..... | 29 | 14 | ..... | 29 | ..... | 26 | 19 | ..... | 26 | ..... |
| Collingwood, C. I..... | 56 | 25 | ..... | 56 | ..... | 93 | 54 | ..... | 93 | ..... |
| Cornwall..... | 33 | 20 | ..... | 32 | 6 | 75 | 31 | ..... | 69 | 6 |
| Drummondville or Niagara Falls, South..... | 26 | 13 | ..... | 24 | ..... | 37 | 22 | ..... | 35 | ..... |
| Dundas..... | 29 | 23 | ..... | 28 | 1 | 39 | 30 | ..... | 39 | ..... |
| Dunville..... | 38 | 22 | ..... | 38 | ..... | 28 | 13 | ..... | 28 | ..... |

| | | | | | | | | | | | | |
|---------------------|-----|-----|----|--|-----|----|---|--|-----|----|----|-----|
| Elora..... | 39 | 12 | | | 39 | | | | 46 | 28 | | 46 |
| Essex Centre..... | | | | | | | | | 49 | 20 | | 49 |
| Farmersville..... | 78 | 25 | | | 78 | | | | 63 | 19 | | 63 |
| Fergus..... | 32 | 12 | | | 30 | 2 | | | 50 | 10 | 1 | 50 |
| Galt, C. I..... | 55 | 35 | | | 53 | | 2 | | 62 | 40 | | 62 |
| Gananoque..... | 52 | 16 | | | 52 | | | | 44 | 14 | 1 | 44 |
| Godenich..... | 84 | 34 | | | 82 | 2 | | | 85 | 47 | 7 | 85 |
| Grimsbv..... | 29 | 16 | | | 29 | | | | 23 | 11 | | 23 |
| Guelph..... | 89 | 43 | | | 82 | 4 | 3 | | 77 | 63 | 10 | 77 |
| Hamilton, C. I..... | 137 | 104 | | | 137 | | | | 125 | 95 | | 125 |
| Harriston..... | 42 | 34 | | | 41 | 1 | | | 63 | 23 | | 63 |
| Hawkesbury..... | 23 | 9 | | | 23 | | | | 18 | 5 | | 18 |
| Ingersoll..... | 59 | 34 | | | 59 | | | | 71 | 28 | 4 | 67 |
| Iroquois..... | 23 | 9 | | | 23 | | | | 46 | 27 | | |
| Kemptville..... | 38 | 24 | | | 38 | | | | 57 | 39 | | 57 |
| Kincardine..... | 67 | 25 | | | 67 | | | | 89 | 40 | 3 | 89 |
| Kingston, C.I..... | 60 | 21 | 13 | | 33 | 13 | 1 | | 62 | 36 | 2 | 62 |
| Lindsay..... | 43 | 27 | | | 40 | 3 | | | 59 | 36 | 11 | 48 |
| Listowel..... | 43 | 30 | | | 43 | | | | 50 | 34 | | 50 |
| London, C.I..... | 82 | 46 | | | 70 | 9 | 3 | | 81 | 51 | 12 | 67 |
| Markham..... | 40 | 22 | | | 40 | | | | 49 | 34 | | 49 |
| Mitchell..... | 46 | 18 | | | 46 | | | | 33 | 20 | | 33 |
| Morrisburg..... | 31 | 15 | | | 31 | | | | 53 | 37 | | 53 |
| Mount Forest..... | 38 | 20 | | | 39 | | | | 46 | 30 | 8 | |
| Napanee..... | 70 | 25 | | | 70 | | | | 105 | 38 | | 105 |
| Newburg..... | 28 | 18 | | | 28 | | | | 39 | 22 | | 39 |
| Newcastle..... | 14 | 10 | | | 14 | | | | 29 | 21 | | 29 |
| Newmarket..... | 47 | 21 | | | 47 | | | | 55 | 22 | | 55 |
| Niagara..... | 8 | 2 | | | 8 | | | | 16 | 8 | 2 | 16 |
| Norwood..... | 46 | 19 | | | 46 | | | | 45 | 22 | | 45 |
| Oakville..... | 29 | 8 | | | 25 | 2 | 2 | | 28 | 21 | 2 | 26 |
| Oakwood..... | 44 | 21 | 1 | | 43 | | | | 46 | 21 | | 46 |
| Oranmore..... | 22 | 6 | | | 22 | | | | 20 | 12 | | 20 |
| Orangeville..... | 100 | 64 | | | 100 | | | | 131 | 54 | | 131 |
| Orillia..... | 46 | 27 | | | 38 | 8 | | | 84 | 42 | 17 | 67 |
| Oshawa..... | 50 | 21 | | | 51 | 11 | | | 51 | 36 | 2 | 49 |
| Ottawa, C.I..... | 90 | 46 | | | 90 | | | | 103 | 62 | | 103 |
| Owen Sound..... | 123 | 56 | 35 | | 88 | | | | 140 | 66 | 3 | 137 |
| Paris..... | 33 | 12 | | | 26 | 5 | 2 | | 30 | 15 | 2 | 28 |
| Parkhill..... | 61 | 33 | | | 60 | 1 | | | 84 | 28 | | 84 |
| Pembroke..... | 35 | 28 | | | 32 | 3 | | | 60 | 30 | 12 | 48 |

APPENDIX E. DEPARTMENTAL EXAMINATIONS.

• ADMISSION OF CANDIDATES AT COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

DECEMBER, 1884.

JULY, 1885.

SCHOOLS AT WHICH EXAMINATIONS

WERE HELD.

| SCHOOLS AT WHICH EXAMINATIONS WERE HELD. | CANDIDATES. | | | | CANDIDATES. | | | | | | | |
|---|-------------|---------|------------------------|-----------------------------------|-------------|-----------------------|-----------|---------|------------------------|-----------------------------------|------|-----------------------|
| | Examined. | Passed. | From Preparatory Form. | From Public and Separate Schools. | | From Private Schools. | Examined. | Passed. | From Preparatory Form. | From Public and Separate Schools. | | From Private Schools. |
| | | | | Pub. | Sep. | | | | | Pub. | Sep. | |
| Perth, C. I. | 37 | 32 | | 37 | | 61 | 40 | | | 58 | 3 | |
| Peterborough, C. I. | 52 | 35 | | 52 | | 94 | 36 | | | | | |
| Petrolia | 56 | 38 | | 56 | | 48 | 29 | | | 48 | | |
| Pictou | 74 | 19 | | 71 | 3 | 83 | 58 | | | | | |
| Port Dover | 24 | 12 | | 24 | | 19 | 8 | | | 19 | | |
| Port Hope | 52 | 30 | | 52 | | 44 | 29 | | | 44 | | |
| Port Perry | 55 | 28 | | 55 | | 43 | 24 | | | 43 | | |
| Port Rowan | 14 | 11 | | 3 | * | 35 | 22 | | | 35 | | |
| Prescott | 29 | 13 | | 29 | | 45 | 34 | | | 33 | 12 | |
| Renfrew | 48 | 24 | | 48 | | 57 | 22 | | 6 | 50 | 1 | |
| Richmond Hill | 33 | 23 | | 33 | | 39 | 26 | | | 55 | | |
| Ridgetown | 38 | 30 | | 38 | | 55 | 24 | | | | | |
| Sarnia | 77 | 47 | | 71 | 5 | 80 | 58 | | | 76 | 4 | |
| Seaforth | 48 | 30 | | 48 | | 92 | 58 | | | 92 | | |
| Simcoe | 58 | 31 | | 58 | | 62 | 34 | | | 61 | 1 | |
| Smith's Falls | 34 | 9 | | 34 | | 48 | 33 | | | 48 | | |
| Smithville | 35 | 18 | | 35 | | 22 | 13 | | | 22 | | |
| Stratford, C. I. | 89 | 37 | | 78 | 11 | 114 | 53 | | | 110 | 4 | |
| Strathroy, C. I. | 123 | 53 | | 123 | | 139 | 67 | | | 139 | | |
| Streetsville | 20 | 6 | | 20 | | 46 | 23 | | | | | |
| St. Catharines, C. I. | 14 | 15 | | 41 | | 65 | 37 | | | 64 | 1 | |
| St. Marys, C. I. | 59 | 25 | | 58 | | 66 | 28 | | | 61 | 5 | |
| St. Thomas, C. I. | 123 | 57 | | 114 | 1 | 200 | 106 | | | 196 | 4 | |
| Sydenham | 30 | 14 | | 30 | | 50 | 11 | | | 50 | | |
| Thorold | 46 | 14 | | 38 | 8 | 33 | 15 | | | | | |
| Toronto C. I. | 125 | 72 | | 61 | 2 | 166 | 122 | | 71 | 89 | | 6 |
| Trenton | 33 | 18 | | 24 | 9 | 32 | 18 | | | 30 | 2 | |

| | | | | | | | |
|---|-----|----|-----|-----|----|-----|---|
| Uxbridge | 29 | 15 | 29 | 50 | 34 | 48 | 2 |
| Vankleekhill | 34 | 8 | 34 | 35 | 16 | 35 | |
| Vienna | 15 | 6 | 15 | 26 | 2 | 26 | |
| Walkerton | 35 | 28 | 35 | 47 | 37 | 46 | 1 |
| Wardsville | 45 | 15 | 42 | 44 | 18 | 44 | |
| Waterdown | 68 | 33 | 68 | 53 | 33 | 53 | |
| Welland | 27 | 19 | 26 | 63 | 21 | 61 | 2 |
| Weston | 34 | 33 | 33 | 35 | 21 | 33 | |
| Whitby C. I. | 52 | 25 | 49 | 65 | 54 | 61 | 4 |
| Williamstown | 32 | 15 | 32 | 40 | 19 | 50 | |
| Windsor | 67 | 32 | 67 | 36 | 28 | 35 | 1 |
| Woodstock | 91 | 42 | 91 | 85 | 47 | 84 | 1 |
| OTHER PLACES. | | | | | | | |
| Bancroft | 10 | 4 | 10 | 9 | 2 | 9 | |
| Blenheim | | | | 27 | 14 | 27 | |
| Bolton | | | | 15 | 11 | 15 | |
| Charleston | 10 | 4 | 10 | 7 | 2 | 7 | |
| Deseronto | 12 | 9 | 12 | | | | |
| Dresden | | | | 28 | 21 | 28 | |
| Durham | | | | 30 | 10 | 30 | |
| Exeter | 22 | 19 | 22 | 16 | 8 | 16 | |
| Florence | | | | 11 | 7 | 11 | |
| Forest | | | | 53 | 27 | 53 | |
| Gore Bay, Manitowaning & Sault Ste. Marie | | | | 12 | 5 | 12 | |
| Kingsville | 27 | 15 | 27 | | | | |
| London East | 154 | 69 | 152 | 154 | 79 | 152 | 2 |
| Lucan | 71 | 29 | 71 | 38 | 33 | 36 | 2 |
| Madoc | 31 | 11 | 31 | 31 | 16 | 31 | |
| Meaford | | | | 45 | 25 | 45 | |
| Millbrook | 40 | 18 | 40 | 45 | 32 | 45 | |
| Milton | 34 | 17 | 33 | 25 | 15 | 25 | |
| Paisley | | | | 70 | 28 | 70 | |
| Penetanguishene | | | | 13 | 3 | 13 | |
| Pickering | | | | 5 | 4 | 5 | |
| Shelburne | 32 | 18 | 32 | 45 | 37 | 45 | |
| Stirling | 21 | 11 | 21 | 30 | 9 | 30 | |
| Sutton | | | | 17 | 4 | 17 | |

APPENDIX E.—DEPARTMENTAL EXAMINATIONS.

ADMISSION OF CANDIDATES AT COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

| SCHOOLS AT WHICH EXAMINATIONS WERE HELD | DECEMBER, 1884. | | | | | | JULY, 1885. | | | | | |
|---|-----------------|---------|------------------------|-----------------------------------|-----------------------|--|-------------|---------|------------------------|-----------------------------------|-----------------------|----|
| | CANDIDATES. | | | | | | CANDIDATES. | | | | | |
| | Examined. | Passed. | From Preparatory Form. | From Public and Separate Schools. | From Private Schools. | | Examined. | Passed. | From Preparatory Form. | From Public and Separate Schools. | From Private Schools. | |
| Tweed | | | | | | | 14 | 6 | | | | |
| Wallaceburg | 11 | 8 | | 11 | | | 5 | 5 | | 14 | | |
| Watford | | | | | | | 76 | 40 | | 5 | | |
| West Winchester | 22 | 11 | | 22 | | | 39 | 11 | | 76 | | |
| Wingham | | | | | | | 62 | 41 | | 39 | | |
| <i>Summary of the foregoing :—</i> | | | | | | | | | | 62 | | |
| Collegiate Institutes | 1372 | 745 | 81 | 1213 | 49 | | 1767 | 1040 | 100 | 1508 | 51 | 14 |
| High Schools | 3881 | 1902 | 37 | 3705 | 111 | | 4715 | 2447 | 7 | 4267 | 153 | 41 |
| Other Places | 497 | 243 | | 494 | 2 | | 942 | 495 | | 938 | 4 | |
| Grand Total | 5750 | 2890 | 118 | 5412 | 162 | | 7424 | 3982 | 107 | 6713 | 208 | 55 |
| <i>Comparison with December, 1883, and July, 1884.—</i> | | | | | | | | | | | | |
| Increase | 750 | 1031 | 13 | 724 | 21 | | 1138 | 985 | 13 | 812 | | |
| Decrease | | | | | | | | | | | | 2 |

* 11 Pupils not reported in December, 1884.

* 341 Pupils not reported in July, 1885.

APPENDIX F.—CERTIFICATES.

(Continued from Report of 1884.)

1.—NAMES OF PERSONS WHO HAVE RECEIVED INSPECTORS' CERTIFICATES.

NOTE.—All Inspectors will be *ex-officio* members of the Board of Examiners for their respective Counties.

| | | |
|--|--|--|
| Baptie, George, M.A., M.B. Burns, William. Bellamy, J. S., B.A. Cowley, Robert Henry. | Davidson, Alexander Bruce. Elliott, Wm., B.A. Hunter, James M., M.A. | Stevens, W. H., B.A. Smith, Lyman C., B.A. Weir, Archibald, B.A. |
|--|--|--|

2.—NAMES OF PERSONS WHO HAVE RECEIVED HIGH SCHOOL MASTERS' CERTIFICATES.

| | | |
|--|---|--|
| Ames, A. F., B.A. Baptie, George, M.A., M.B. Bissonnette, J. D., B.A. Bald, Miss May B., B.A. Crichton, A., B.A. Cochrane, R. R., B.A. Campbell, P. S., B.A. Christie, J. Douglas, B.A. Fitzgerald, Miss Lizzie S., B.A. | Hunter, James M., M.A. Huston, William Henry, B.A. Lennox, Thos. H., B.A. McCormack, Joseph, B.A. McIntyre, E. J., B.A. O'Hagan, Thomas, B.A. Quance, Noah, B.A. Robertson, N., B.A. | Sherin, Fred, B.A. Sparling, George Betlon, B.A. Sanderson, James Herbert, B.A. Stevens, W. H., B.A. Street, Jacob Richard, B.A. Scott, Colin A., B.A. Weir, Archibald, B.A. Williams, Nelson, B.A. |
|--|---|--|

3.—NAMES OF PERSONS WHO HAVE RECEIVED EXAMINERS' CERTIFICATES.

| | |
|-------------------------------------|---------------------------------------|
| Briden, William. Clark, William. | Johnston, W. D. Perry, S. W., B.A. |
|-------------------------------------|---------------------------------------|

4.—NAMES OF PERSONS WHO HAVE QUALIFIED AS HIGH SCHOOL ASSISTANTS.

| | | |
|--|--|--|
| Bell, John Johnstone, B.A. Chisholm, William James, B.A. Clyde, William, B.A. Fair, Robert Elliott, B.A. Fowler, Richard Victor, B.A. Follick, Thomas Henry, B.A. Hogarth, George Henry. Lochhead, William, B.A. Logan, William M., B.A. | McColl, Allan Evan, B.A. MacKay, Donald, B.A. MacLean, Goodwin V. McDougall, Alexander H., B.A. McPherson, Wallace Alexander. Martin, Stephen, B.A. Morrow, Archibald Elston. Riddell, Frank P., B.A. Ross, Ralph. | Sanderson, Wm., B.A. Stork, Jennie. Sykes, Frederick Henry, B.A. Thompson, Robert Allen, B.A. Watson, Rev. Geo. Robinson, B.A. * Snell, Joseph A. * Sinclair, Arthur H. |
|--|--|--|

* Will receive First Class Certificates on furnishing proof of having taught two years.

5.—CERTIFICATES GRANTED.

| THIRD, SECOND AND FIRST CLASS. | Male. | Female. | Total. |
|---|-------|---------|--------|
| Third Class, by County Boards, as per County Model School Reports | 467 | 736 | 1203 |
| Second Class, by Department, viz : | | | |
| Teachers who had taught three years prior to August 18th, 1877 | 1 | | 1 |
| Ottawa Normal School | 67 | 84 | 151 |
| Toronto Normal School | 69 | 176 | 245 |
| First Class, by Department | 28 | 3 | 31 |
| Total | 632 | 999 | 1631 |

District Certificates granted under Regulations approved May, 1883.

| COUNTY OR DISTRICT. | No. of Candidates. | No. who obtained Certificates. |
|---------------------|--------------------|--------------------------------|
| Lennox, etc. | 5 | 5 |
| Renfrew | 97 | 85 |

6.—LIST OF PROVINCIAL CERTIFICATES GRANTED BY THE EDUCATION
DEPARTMENT.

*Certificates granted 15th January, 1885, by Minute of Education Department, to Candidates who passed the
Second Class Professional Examination.*

2nd Class.

| No. | Name. | Grade. | No. | Name. | Grade. |
|------|---------------------|--------|------|-----------------------|--------|
| 6759 | Adams, Jessie | B | 6760 | Brown, George S | B. |

*Certificate granted 25th March, 1885, by Minute of Education Department, to Candidate who has taught three
years prior to 18th August, 1877.*

2nd Class.

6761 | Eaton, Francis Hicks.....| B ||

*Certificate granted 15th April, 1885, by Minute of Education Department, to Candidate who passed the Second
Class Professional Examination.*

2nd Class.

6762 | Little, Thomas H.| B |

*Certificates granted 28th April, 1885, by Minister of Education, to Candidates who passed the Second Class
Professional Examination.*

2nd Class.

| | | | | | |
|------|---------------------------|---|------|-----------------------------|---|
| 6763 | Gray, Jennie | A | 6766 | Noble, Sarah | B |
| 6764 | Dowler, Thomas..... | B | 6767 | Nicol, Margaret Annie | B |
| 6765 | Marshall, Isabella E..... | B | 6768 | Reid, Margaret..... | B |

*Certificate granted 1st May, 1885, by Minister of Education, to Candidate who passed the Second Class Pro-
fessional Examination.*

2nd Class.

6769 | Loftus, John Thomas A | || |

*Certificates granted 4th July, 1885, by Minister of Education to Candidates who passed the Second Class Pro-
fessional Examination, June, 1885.*

TORONTO NORMAL SCHOOL.

2nd Class.

| | | | | | |
|------|---------------------------------|---|------|--------------------------------|---|
| 6770 | Cope, Peter Procunier..... | A | 6793 | Easson, Margaret..... | A |
| 6771 | Dow, James..... | A | 6794 | Gourlay, Christina..... | A |
| 6772 | Foster, James Milton | A | 6795 | Hendrie, Charlotte..... | A |
| 6773 | Hoath, James S..... | A | 6796 | Hendrie, Annie..... | A |
| 6774 | Harrop, Lewis..... | A | 6797 | Kirk, Alice..... | A |
| 6775 | Kaiser, Jesse Bennett | A | 6798 | Keddie, Helen Maude..... | A |
| 6776 | Luckham, Daniel Rosengrave..... | A | 6799 | Kyle, Agnes..... | A |
| 6777 | Middlebro, Thos. Holmes | A | 6800 | Lewis, Elizabeth..... | A |
| 6778 | Malloy, Joseph A..... | A | 6801 | Marty, Aletta Elsie..... | A |
| 6779 | McLaughlin, Richard Good..... | A | 6802 | Miller, Eleanor..... | A |
| 6780 | Plummer, Albert Henry..... | A | 6803 | McCusker, Jennie..... | A |
| 6781 | Rice John..... | A | 6804 | Mackenzie, Catherine Jane..... | A |
| 6782 | Scott, Arthur Samuel | A | 6805 | McDermid, Minnie | A |
| 6783 | Scott, Thomas Bennett..... | A | 6806 | Ross, Bessie Anna..... | A |
| 6784 | Shaw, John William..... | A | 6807 | Rogers, Sara Catherine..... | A |
| 6785 | Weidenhammer, Andrew..... | A | 6808 | Smith, Margaret..... | A |
| 6786 | Anderson, Henrietta..... | A | 6809 | Smith, Mary Elizabeth..... | A |
| 6787 | Andrews, Sarah Louise..... | A | 6810 | Sturgeon, Sarah Louise..... | A |
| 6788 | Armstrong, Elizabeth..... | A | 6811 | Sinclair, Mary..... | A |
| 6789 | Abram, Esther..... | A | 6812 | Sinclair, Christina..... | A |
| 6790 | Crosson, Emma..... | A | 6813 | Taylor, Margaret..... | A |
| 6791 | Caulfield, Mary Kate..... | A | 6814 | Thomson, Margaret..... | A |
| 6792 | Crawford, Sarah Tresham | A | 6815 | Thornton, Emma Frances..... | A |

PROVINCIAL CERTIFICATES.

| No. | Name. | Grade. | No. | Name. | Grade. |
|------|-------------------------|--------|------|------------------------------|--------|
| 6816 | Wright, Geraldine | A | 6852 | Howard, Emily | B |
| 6817 | Wells, Elizabeth | A | 6853 | Helyar, Jemima Cecil | B |
| 6818 | Weir, Hannah | A | 6854 | Keen, Mary Victoria | B |
| 6819 | Agar, Jabez | B | 6855 | Kipp, Alice Eleanor | B |
| 6820 | Brown, James Scott | B | 6856 | Kipp, Mary Louise | B |
| 6821 | Bennett, Josiah | B | 6857 | Kerslake, Eliza Jane | B |
| 6822 | Bradley, John Ward | B | 6858 | Laing, Margaret | B |
| 6823 | Brick, Wm. | B | 6859 | Logan, Martha | B |
| 6824 | Coatham, Wm. Cammish | B | 6860 | Loan, Hannah | B |
| 6825 | Dunbar, Henry | B | 6861 | Morter, Martha Elizabeth | B |
| 6826 | Harper, Wm. Edward | B | 6862 | McLaren, Nettie | B |
| 6827 | Muir, Peter Donaldson | B | 6863 | McBean, Mary | B |
| 6828 | McDonald, Laughlin | B | 6864 | McColl, Mary Jannette | B |
| 6829 | McLean, Neil | B | 6865 | McMillan, Flora Ann | B |
| 6830 | Rolston, Fred. Wesley | B | 6866 | Natrass, Nellie | B |
| 6831 | Sherman, Joseph | B | 6867 | Newhouse, Maria | B |
| 6832 | Wiseman, James | B | 6868 | Perley, Elsie McColl | B |
| 6833 | Anderson, Annie Emily | B | 6869 | Ryan, Catharine | B |
| 6834 | Anderson, Janet | B | 6870 | Roddick, Jeanie Martin | B |
| 6835 | Brown, Caroline Sophia | B | 6871 | Rogers, Maggie Ann | B |
| 6836 | Byam, Carrie Louise | B | 6872 | Ross, Mary Jane | B |
| 6837 | Barr, Isabella | B | 6873 | Rogers, Kate | B |
| 6838 | Boughner, Cerena Agnes | B | 6874 | Richards, Hannah | B |
| 6839 | Barr, Lydia Adams | B | 6875 | Ross, Christina Elizabeth | B |
| 6840 | Bird, Elizabeth Eleanor | B | 6876 | Smith, Isabella | B |
| 6841 | | | 6877 | Smith, Mary Jemima | B |
| 6842 | Corkery, Catharine | B | 6878 | Scott, Lillie Ann Margaretta | B |
| 6843 | Craig, Lucy Ames | B | 6879 | Simpson, Lily Reid | B |
| 6844 | Catley, Margaret Jane | B | 6880 | Shepley, Luella | B |
| 6845 | Cronin, Mary Isadore | B | 6881 | Thompson, Clara Elizabeth | B |
| 6846 | Durrant, Ella Lucinda | B | 6882 | Thuresson, Hollie Gertrude | B |
| 6847 | Fielding, Mary Lucinda | B | 6883 | Vair, Agnes | B |
| 6848 | Ghent, Jennie | B | 6884 | Walrond, Harriet Ellen | B |
| 6849 | Graham, Sarah | B | 6885 | Waters, Edith Louise | B |
| 6850 | Harvey, Nettie Adeline | B | 6886 | Wilson, Maggie | B |
| 6851 | Hamilton, Augusta Mary | B | 6887 | Young, Annie Eugenie | B |

OTTAWA NORMAL SCHOOL.

| | | | | | |
|------|-------------------------|---|------|----------------------------|---|
| 6888 | Brough, Thos. Allardyce | A | 6917 | Hough, Annie K. | A |
| 6889 | Brown, John W. | A | 6918 | Hunter, Jessie | A |
| 6890 | Brown, William | A | 6919 | Laidlaw, Jennie Robson | A |
| 6891 | Clark, Malcolm N. | A | 6920 | Lewis, Alicia | A |
| 6892 | Colborne, Griffith J. | A | 6921 | McDougall, Catharine | A |
| 6893 | Cosens, Thomas Wesley | A | 6922 | MacKenzie, Mary Jane | A |
| 6894 | Fell, Lennie A. H. | A | 6923 | Rogers R. Annie | A |
| 6895 | Fraser, Wm. Andrew | A | 6924 | Salmon, Charlotte Annie | A |
| 6896 | Huston, Wm. J. | A | 6925 | Scott, Sarah | A |
| 6897 | Murray, James Stewart | A | 6926 | Shiels, Minnie F. | A |
| 6898 | McClellan, Frederick E. | A | 6927 | Smallfield, Mary E. | A |
| 6899 | McCrea, James | A | 6928 | Steele, Mary | A |
| 6900 | McKee, Henry Thos. | A | 6929 | Stratton, Barbara | A |
| 6901 | McLean, Alex. Kennedy | A | 6930 | Sutherland, Christina F. | A |
| 6902 | Neven, Peter J. | A | 6931 | Becksteadt, Norris L. | B |
| 6903 | Niddery, Robt. Jas. | A | 6932 | Brown, William Henry | B |
| 6904 | Overend, Edmund T. | A | 6933 | Dorrance, D. C. | B |
| 6905 | Pearson, P. William | A | 6934 | Famelart, George P. E. | B |
| 6906 | Scott, William A. | A | 6935 | Gilmore, Henry | B |
| 6907 | Uffelman, R. William | A | 6936 | Grylls, William F. | B |
| 6908 | Wells, Edward | A | 6937 | Harrison, Edgar D. | B |
| 6909 | Cameron, Lillie | A | 6938 | Honeywell, William Rechart | B |
| 6910 | Campbell, Catharine | A | 6939 | Moore, John | B |
| 6911 | Cassidy, Mary Ella | A | 6940 | Myles, James A. | B |
| 6912 | Chown, Harriet L. | A | 6941 | McNulty, John James | B |
| 6913 | Chapman, Leona R. | A | 6942 | Ratcliffe, Thomas G. | B |
| 6914 | Crawford, Martha | A | 6943 | Reid, Peter J. | B |
| 6915 | Dingman, Stella | A | 6944 | Ross, Roderick, R. | B |
| 6916 | Fuerth, Mary A. | A | 6945 | Rymal, James Wm. | B |

PROVINCIAL CERTIFICATES.

| No. | Name. | Grade. | No. | Name. | Grade. |
|------|------------------------------------|--------|------|------------------------------|--------|
| 6946 | Smith, Casey | B | 6965 | Kerr, Jennie | B |
| 6947 | Thompson, Benj. E. | B | 6966 | McConville, Jennie | B |
| 6948 | Adams, Annie Amelia | B | 6967 | McGillivray, Catharine | B |
| 6949 | Asselstine, Frances Adelaide | B | 6968 | McKenzie, Mary Lincoln | B |
| 6950 | ..... | B | 6969 | Overend, Sarah | B |
| 6951 | Boville, Elizabeth | B | 6970 | O'Reilly, Annie | B |
| 6952 | Branigan, Phoebe A. | B | 6971 | Phippen, Rhoda A. | B |
| 6953 | Calcutt, Carrie E. | B | 6972 | Reid, Sophia | B |
| 6954 | Cooper, Mary | B | 6973 | Robinson, Sara A. | B |
| 6955 | Connors, Mary Ann | B | 6974 | Rowe, Alice | B |
| 6956 | Cornack, Bell | B | 6975 | Robb, Mary M. | B |
| 6957 | Davidson, Mary | B | 6976 | Smith, Mauritina | B |
| 6958 | Davis, Minnie | B | 6977 | Smith, Lorena | B |
| 6959 | Errington, Fannie | B | 6978 | Steen, Olive | B |
| 6960 | English, Jennie | B | 6979 | Steenon, Mary J. | B |
| 6961 | Gardner, Mary | B | 6980 | Strickland, Mary | B |
| 6962 | Gallie, Margaret H. | B | 6981 | Tyler, Emma | B |
| 6963 | Gilchrist, Lily Hunter | B | 6982 | Weller, Charlotte | B |
| 6964 | Harold, Emma | B | | | |

Certificate granted 21st August, 1885, by Minister of Education, to Candidate who passed the Second Class Professional Examination.

2nd Class.

6983 | Mair, Asa W

Certificates granted 10th August, 1885, by Minister of Education, to Candidates who passed the First Class Professional Examination, July, 1885.

1st Class.

| | | | | | |
|------|-------------------------------|---|------|-------------------------------|---|
| 6984 | Swift, Thomas | A | 6998 | Moyer, Sylvester | C |
| 6985 | Taylor, Wilson | A | 6999 | Orton, Alvin | C |
| 6986 | Bruce, Edward Wesley | C | 7000 | Orr, Alfred | C |
| 6987 | Burgess, David Allan | C | 7001 | Pilson, Catharine | C |
| 6988 | Bewell, Henry | C | 7002 | Reynolds, Samuel Pitman | C |
| 6989 | Cox, Elizabeth Jaquette | C | 7003 | Rose, Robt. Chas. | C |
| 6990 | Cassehnan, Alex. Clark | C | 7004 | Ritchie, John | C |
| 6991 | Clark, Harold | C | 7005 | Sangster, Robt. James | C |
| 6992 | Craig, Thomas Allan | C | 7006 | Standing, Thos. W. | C |
| 6993 | Davis, Walter Hammell | C | 7007 | Sinclair, Samuel Bower | C |
| 6994 | Hutchison, Allan | C | 7008 | Walker, David Mackenzie | C |
| 6995 | Harris, Amelia | C | 7015 | Harlton, William Hy. | A |
| 6996 | Lent, David H. | C | 7016 | McLean, Hugh Stewart | B |
| 6997 | McKechnie, John Gray | C | 7017 | Campbell, Neil W. | B |

Certificate granted 2nd September, 1885, by Minister of Education, to Candidate who passed the Second Class Professional Examination.

2nd Class.

7009 | Breuls, James A

Certificate granted by Minister of Education, to Candidate who passed the Second Class Professional Examination.

2nd Class.

7010 | Tuthill, Grace E.

Certificate granted 10th August, 1885, by Minister of Education, to Candidate who passed the First Class Professional Examination.

1st Class.

7011 | Bruce, Edward Wesley

PROVINCIAL CERTIFICATES.

Certificate granted 24th September, 1885, by Minister of Education, to Candidate who has complied with Regulations as to University Requirements.

1st Class.

| No. | Name. | Grade. | No. | Name. | Grade. |
|------|----------------------------|--------|------|----------------------------|--------|
| 7012 | Barron, Robt. Armour | C | 7013 | Barron, Robt. Armour | A |

Certificate granted 23rd September, 1885, by Minister of Education to Candidate who has received Professional Training in Scotland.

2nd Class.

| | | |
|------|-----------------------|---|
| 7014 | McCallum, Peter | B |
|------|-----------------------|---|

Certificate granted by Minister of Education, 17th December, 1885, to Candidate who passed the Second Class Professional Examination.

2nd Class.

| | | |
|------|---------------------|---|
| 7018 | Boddy, Martha | B |
|------|---------------------|---|

Certificates granted by Minister of Education the 18th December, 1885, to Candidates who passed the Second Class Professional Examination.

TORONTO NORMAL SCHOOL.

Second Class.

| | | | | | |
|------|----------------------------------|---|------|-------------------------------|---|
| 7019 | Allen, Geo. Herbert | A | 7058 | Fletcher, Marie, L. | A |
| 7020 | Anderson, George | A | 7059 | Gowans, Margaret Young | A |
| 7021 | Armstrong, Wm. Gilnockie | A | 7060 | Green, Minnie Cornwell | A |
| 7022 | Bolitho, Henry Thomas John | A | 7061 | Hambly, Margaret Ellen | A |
| 7023 | Brown, John | A | 7062 | Head, Edith, Isabella | A |
| 7024 | Bennett, Thos. Emerson | A | 7063 | Johnson, Evelyn | A |
| 7025 | Elliott, Wm | A | 7064 | Lindsay, Helen | A |
| 7026 | Fraser, George Alex. | A | 7065 | Mills, America Victoria | A |
| 7027 | Fierheller, Lewis Edw. | A | 7066 | Porter, Mary | A |
| 7028 | Galbraith, Alex. E. | A | 7067 | Raines, Minnie | A |
| 7029 | Hazen, George Neal | A | 7068 | Rose, Annie | A |
| 7030 | Horton, Charles | A | 7069 | Reazin, Annie Louisa | A |
| 7031 | Irwin, Arthur | A | 7070 | Smiley, Christian Mary | A |
| 7032 | Kaiser, Geo. Wellington | A | 7071 | Sutherland, Isabel | A |
| 7033 | Mannel, Joseph C. | A | 7072 | Sparling, Ella | A |
| 7034 | McBain, James Henry | A | 7073 | Stevenson, Mary | A |
| 7035 | Rowlands, Earnest James | A | 7074 | Troup, Elizabeth | A |
| 7036 | Sinclair, Arthur H. | A | 7075 | Fallis, Lewis Kilham | B |
| 7037 | Shine, Timothy Warren | A | 7076 | Howe, George | B |
| 7038 | Snell, Joseph | A | 7077 | Marshall, George | B |
| 7039 | Taylor, Stephen Young | A | 7078 | McVicar, Angus | B |
| 7040 | Tufford, Wm. Henry | A | 7079 | Richardson, Edgar | B |
| 7041 | Tilley, Albert Sidney | A | 7080 | Seaborn, Richard | B |
| 7042 | Watson, Alexander | A | 7081 | Watkin, Robert | B |
| 7043 | Zimmerman, Albert N. | A | 7082 | Wilson, Thos. Alex. | B |
| 7044 | Anderson, Jessie | A | 7083 | Welbourn, Geo. Jas. | B |
| 7045 | Allen, Mrs. Sylvia | A | 7084 | Agar, Mary Louise | B |
| 7046 | Bee, Williamina | A | 7085 | Best, Mary | B |
| 7047 | Burnett, Grace Murray | A | 7086 | Boyd, Helen Todd | B |
| 7048 | Bell, Maud | A | 7087 | Cody, Libbie Ethel | B |
| 7049 | Cron, Mary | A | 7088 | Carter, Janet | B |
| 7050 | Coleman, Laura | A | 7089 | Crawford, Della | B |
| 7051 | Cole, Alpha | A | 7090 | Dunn, Helen | B |
| 7052 | Cloney, Louise | A | 7091 | Davis, Blanche E. | B |
| 7053 | Cluness, Elizabeth Ellen | A | 7092 | Davies, Mary Ann | B |
| 7054 | Elder, Grace Morrison | A | 7093 | Fakin, Clara | B |
| 7055 | Ellis, Annie Helena | A | 7094 | Perrier, Margaret Maria | B |
| 7056 | Foster, Jennie | A | 7095 | Forsyth, Isabella | B |
| 7057 | Fairbank, Clara Maude | A | 7096 | Flett, Helen | B |

PROVINCIAL CERTIFICATES.

| No. | Name. | Grade. | No. | Name. | Grade. |
|------|-----------------------------------|--------|------|----------------------------|--------|
| 7097 | Fyfe, Mary Elizabeth..... | B | 7115 | Oliphant, Maria..... | B |
| 7098 | Fenton, Mary..... | B | 7116 | Pook, Annie..... | B |
| 7099 | Forbes, Jean..... | B | 7117 | Rutherford, Mary Ann..... | B |
| 7100 | Goodson, Edith..... | B | 7118 | Ross, Mary..... | B |
| 7101 | Gregory, Velma Almira..... | B | 7119 | Reid, Clara..... | B |
| 7102 | Hay, Margaret..... | B | 7120 | Sanderson, Laura..... | B |
| 7103 | Hart, Margaret Lillis Fraser..... | B | 7121 | Smith, Alice..... | B |
| 7104 | Henry, Annie..... | B | 7122 | Staple, Annie..... | B |
| 7105 | Hepburn, Jessie..... | B | 7123 | Sutherland, Annie..... | B |
| 7106 | Kilgour, Mary Martha..... | B | 7124 | Skene, Annie Fraser..... | B |
| 7107 | Keown, Edith..... | B | 7125 | Tector, Lina..... | B |
| 7108 | Keebler, Mabel Hull..... | B | 7126 | Tracey, Minnie..... | B |
| 7109 | McLeod, Katharine..... | B | 7127 | Wilson, Phillis..... | B |
| 7110 | McMillan, Margaret Lillian D..... | B | 7128 | Whiteside, Margaret..... | B |
| 7111 | McNerney, Sarah..... | B | 7129 | Braithwaite, Victoria..... | A |
| 7112 | Moore, Lurenia..... | B | 7130 | Braithwaite, Margaret..... | A |
| 7113 | Norris, Esther Ann..... | B | 7131 | Barr, Agnes..... | A |
| 7114 | Neild, Annie Jane..... | B | | | |

OTTAWA NORMAL SCHOOL.

Second Class.

| | | | | | |
|------|--------------------------------|---|------|-----------------------------|---|
| 7132 | Fell, James Haddow..... | A | 7159 | Bowles, Geo. H..... | B |
| 7133 | Hayes, John..... | A | 7160 | Callender, Hugh B..... | B |
| 7134 | Hughes, Jacob E..... | A | 7161 | Hoshel, John L..... | B |
| 7135 | Jewett, Albert E..... | A | 7162 | Laird, Chas. J..... | B |
| 7136 | Lindsay, William..... | A | 7163 | McCarthy, Jas. A..... | B |
| 7137 | Mills, Robert John..... | A | 7164 | McLachlin, Stanley..... | B |
| 7138 | Morden, Wilson S..... | A | 7165 | Robinson, John..... | B |
| 7139 | Moyer, Melvin..... | A | 7166 | Rosewarne, Thos..... | B |
| 7140 | McDonald, Wm. John..... | A | 7167 | Birkett, Elizabeth..... | B |
| 7141 | McEwen, William B..... | A | 7168 | Black, Donald..... | B |
| 7142 | McIntosh, Wm..... | A | 7169 | Cosby, Margaret..... | B |
| 7143 | Reid, Robert..... | A | 7170 | Farward, Clara L..... | B |
| 7144 | Roblin, Elmer..... | A | 7171 | Johnston, Ella..... | B |
| 7145 | Scott, Albert E..... | A | 7172 | Lund, Annie C..... | B |
| 7146 | Sherman, Edward C..... | A | 7173 | Lund, Elizabeth M..... | B |
| 7147 | Tonn, Gregory Henry..... | A | 7174 | Macintosh, Catharine..... | B |
| 7147 | Wilson, James..... | A | 7175 | Mathews, Christina..... | A |
| 7148 | Davidson, Jennie..... | A | 7176 | McLean, Jessie..... | B |
| 7149 | Evans, Margaret K..... | A | 7177 | Ralcigh, Mary Kathleen..... | B |
| 7150 | Hunt, Sophia E..... | A | 7178 | Rowe, Sarah Augusta..... | B |
| 7151 | Keyes, Margaret Phoebe..... | A | 7179 | Ryan, Minnie..... | B |
| 7152 | Lang, Caroline D'Anguilar..... | A | 7180 | Sherman, Ella..... | B |
| 7153 | Maxwell, Annie..... | A | 7181 | Storey, Mary E..... | B |
| 7154 | McCannell, Fannie..... | A | 7182 | Stuart, Minnie..... | B |
| 7155 | Patterson, Ruth..... | A | 7183 | Vining, Annie M..... | B |
| 7156 | Sharpe, Laura..... | A | 7184 | Bartlett, Fred Arthur..... | A |
| 7157 | Thirlwall, Mary Ellen..... | A | 7185 | Cole, George Arthur..... | A |
| 7158 | Turnbull, Martha..... | A | 7186 | Guthbert, Wm. Nelson..... | A |

Certificates granted by Minister of Education, 18th December, 1886, to Candidates who passed the Second Class Professional Examination.

Second Class.

| | | | | | |
|------|---------------------------|---|------|-----------------------|---|
| 7187 | Newton, Agnes Wilkie..... | B | 7188 | Smirle, Joseph A..... | B |
|------|---------------------------|---|------|-----------------------|---|

Certificates granted by Minister of Education, 29th December, 1885, to Candidates who passed the First Class Professional Examination, December, 1885.

First Class.

| | | | | | |
|------|-------------------------------|---|------|----------------------------|---|
| 7189 | Andrus, Guy Ambrose..... | C | 7193 | May, William Fisher..... | C |
| 7190 | Burgess, Herbert Holiday..... | C | 7194 | Watson, Robert Bruce..... | C |
| 7191 | Barber, Albert..... | C | 7195 | Young, David..... | C |
| 7192 | Falconer, Charles S..... | C | 7196 | Morgan, William James..... | C |

7.—TEMPORARY AND EXTENDED CERTIFICATES DURING 1885.

| COUNTIES. | Temporary Certificates authorized by the Minister of Education, during the year 1885. | Third Class Certificates extended by the Minister of Education during the year 1885. |
|----------------------------|--|---|
| Brant | .. | 1 |
| Bruce | 2 | 8 |
| Carleton | 20 | 11 |
| Dufferin | .. | .. |
| Dundas | 1 | 2 |
| Durham | 5 | 3 |
| Elgin | 2 | 9 |
| Essex | 18 | 3 |
| Frontenac | .. | 10 |
| Glengarry | 13 | 18 |
| Grenville | 23 | 26 |
| Grey | 27 | 38 |
| Haldimand | 2 | .. |
| Haliburton | .. | .. |
| Halton | .. | 3 |
| Hastings | 22 | 9 |
| Huron | .. | 16 |
| Kent | 5 | 12 |
| Lambton | 2 | 3 |
| Lanark | 17 | 24 |
| Leeds | 13 | 23 |
| Lennox and Addington | 1 | 14 |
| Lincoln | .. | 5 |
| Middlesex | 1 | 16 |
| Norfolk | 12 | 12 |
| Northumberland | 8 | 9 |
| Ontario | .. | 3 |
| Oxford | .. | 4 |
| Peel | .. | 5 |
| Perth | .. | 4 |
| Peterboro' | 2 | 1 |
| Prescott and Russell | 16 | 6 |
| Prince Edward | .. | 16 |
| Renfrew | 39 | 14 |
| Simcoe | 3 | 14 |
| Stormont | 7 | 19 |
| Victoria | .. | 3 |
| Waterloo | 2 | 1 |
| Welland | .. | 17 |
| Wellington | 7 | 4 |
| Wentworth | .. | 5 |
| York | 2 | 15 |
| Districts | 38 | 3 |
| Total | 310 | 409 |

APPENDIX G.—SUPERANNUATED TEACHERS, TEACHERS WITHDRAWING FROM THE FUND.

I.—SUPERANNUATED TEACHERS.

(CONTINUED FROM LAST REPORT.)

(1) Allowances granted during 1885.

| No. | NAME. | Age. | Years of teaching in Ontario. | Amount of Superannuation Allowance. |
|-----|----------------------------|------|-------------------------------|-------------------------------------|
| 748 | George Deltor McBride..... | 47 | 16 $\frac{1}{2}$ | 99 00 |
| 749 | Elijah M. Procnier..... | 53 | 25 | 150 00 |
| 750 | John Weighill..... | 61 | 31 $\frac{1}{2}$ | 189 00 |
| 751 | Geo. Rose..... | 58 | 37 $\frac{1}{2}$ | 255 50 |
| 752 | Pringle Shaw..... | 60 | 31 | 199 00 |
| 753 | Robert McCausland..... | 63 | 31 $\frac{1}{2}$ | 220 50 |
| 754 | Charles Clarke..... | 35 | 35 | 237 00 |
| 755 | John M. Campbell..... | 61 | 24 | 168 00 |
| 756 | Wm. Milliken..... | 65 | 18 | 108 00 |
| 757 | Catharine Jagger..... | 40 | 21 | 126 00 |
| 758 | Alexander McPhee..... | 61 | 30 $\frac{1}{2}$ | 183 00 |
| 759 | Thomas France..... | 66 | 27 | 184 00 |
| 760 | *Wm. T. Binkley..... | 60 | 23 | 138 00 |
| 761 | *Francis J. Lynch..... | 60 | 31 $\frac{1}{2}$ | 220 50 |
| 762 | *Patrick Clark..... | 51 | 24 | 156 50 |
| 763 | *Thomas S. Potts..... | 58 | 24 | 168 00 |
| 764 | *James Anderson..... | 70 | 24 | 168 00 |
| 765 | *James M. Monkman..... | 46 | 23 | 161 00 |
| 766 | *James H. King..... | 61 | 25 | 175 00 |
| 767 | *Jno. Miller..... | 50 | 25 | 175 00 |
| 768 | *James W. McGirr..... | 56 | 29 $\frac{1}{2}$ | 186 50 |
| 769 | *Edmund B. Harrison..... | 65 | 37 $\frac{1}{2}$ | 246 50 |
| 770 | *Wm. Tyndall..... | 48 | 27 $\frac{1}{2}$ | 165 00 |
| 771 | *Archibald Sinclair..... | 51 | 30 | 191 00 |
| 772 | *Wm. Plunkett..... | 63 | 30 | 202 00 |
| 773 | *Miss Helen Cameron..... | 47 | 20 | 120 00 |

* First payment to commence with January, 1886.

(2) *Summary for Years 1876 to 1885.*

| YEAR. | No. of Teachers on List. | Expenditure for the year. | Gross contributions to the Fund. | Amount refunded to Teachers. | Net contributions and what per cent. of payments. | |
|-----------|--------------------------|---------------------------|----------------------------------|------------------------------|---|----------|
| | | \$ c. | \$ c. | \$ c. | \$ c. | Percent. |
| 1876..... | 266 | 31,768 82 | 12,647 25 | 1,252 83 | 11,394 42 | 35 |
| 1877..... | 293 | 35,484 35 | 14,283 25 | 1,576 07 | 12,707 18 | 35 |
| 1878..... | 339 | 41,318 95 | 13,767 12 | 1,591 64 | 12,175 48 | 29 |
| 1879..... | 360 | 43,774 50 | 14,064 84 | 2,237 79 | 11,827 05 | 27 |
| 1880..... | 391 | 48,229 13 | 15,816 45 | 3,252 92 | 12,563 53 | 26 |
| 1881..... | 399 | 49,129 83 | 14,197 75 | 2,872 13 | 11,325 62 | 23 |
| 1882..... | 422 | 51,000 00 | 13,501 08 | 3,660 10 | 9,840 98 | 19 |
| 1883..... | 422 | 51,500 00 | 12,515 50 | 3,763 01 | 8,752 49 | 17 |
| 1884..... | 443 | 54,233 93 | 15,802 50 | 4,037 59 | 11,764 91 | 21 |
| 1885..... | 423 | 55,003 09 | 11,525 50 | 10,593 30 | 932 20 | 1.6 |

2.—TEACHERS WHO WITHDREW THEIR SUBSCRIPTIONS FROM THE FUND DURING 1885.

| Counties. | No. | Counties. | No. |
|-------------------------|-----|-----------------|-------|
| Glengarry..... | 8 | Wentworth..... | 16 |
| Stormont..... | 9 | Brant..... | 12 |
| Dundas..... | 9 | Lincoln..... | 13 |
| Prescott & Russell..... | 5 | Welland..... | 17 |
| Carleton..... | 31 | Haldimand..... | 28 |
| Grenville..... | 6 | Norfolk..... | 26 |
| Leeds..... | 12 | Oxford..... | 49 |
| Lanark..... | 23 | Waterloo..... | 44 |
| Renfrew..... | 13 | Wellington..... | 53 |
| Frontenac..... | 9 | Dufferin..... | 17 |
| Lennox & Addington..... | 8 | Grey..... | 54 |
| Prince Edward..... | 21 | Perth..... | 50 |
| Hastings..... | 31 | Huron..... | 114 |
| Northumberland..... | 28 | Bruce..... | 57 |
| Durham..... | 18 | Middlesex..... | 57 |
| Peterborough..... | 16 | Elgin..... | 51 |
| Victoria..... | 21 | Kent..... | 33 |
| Ontario..... | 44 | Lambton..... | 32 |
| York..... | 52 | Essex..... | 23 |
| Peel..... | 24 | Algonia..... | 6 |
| Simcoe..... | 64 | | |
| Halton..... | 25 | | |
| | | Total..... | 1,229 |

APPENDIX H.—INSPECTION OF SCHOOLS.

1.—PUBLIC SCHOOL INSPECTION.

(1) *List of Inspectors.*

| NAME. | JURISDICTION. | POST OFFICE. |
|-----------------------------|--------------------------------------|-----------------|
| D. McDiarmid, M.D. | Glengarry | Athol. |
| Alexander McNaughton | Stormont | Cornwall. |
| Arthur Brown | Dundas | Morrisburg. |
| W. J. Summerby | Prescott and Russell | Russell. |
| O. Duford (Assistant) | | Curran. |
| Archibald Smirle | Carleton | Ottawa. |
| Robert Kinney, M.D. | Leeds, No. 1 | Brockville. |
| Rev. George Blair, M.A. | “ No. 2 and Grenville. | Prescott. |
| F. L. Michell, M.A. | Lanark | Perth. |
| Robert George Scott, B.A. | Renfrew and District of Nipissing. | Pembroke. |
| John Agnew, M.D. | Frontenac | Kingston. |
| Frederick Burrows | Lennox and Addington. | Napanee. |
| Wm. Mackintosh | N. Hastings | Madoc. |
| John Johnston | S. Hastings | Belleville. |
| Gilbert D. Platt, B.A. | Prince Edward | Picton. |
| Edward Scarlett | Northumberland | Cobourg. |
| William E. Tilley, M.A. | Durham | Bowmanville. |
| James Coyle Brown | Peterboro' | Norwood. |
| Chas. D. Curry, B.A. | Haliburton | Minden. |
| James H. Knight | E. Victoria | Lindsay. |
| Henry Reazin | W. Victoria | Linden Valley. |
| James McBrien | Ontario | Prince Albert. |
| James Hodgson | S. York | Yorkville. |
| David Fotheringham | N. York | Aurora. |
| Donald J. McKinnon | Peel and City of St. Catharines. | Brampton. |
| Rev. Thomas McKee | S. Simcoe and District of Muskoka. | Barrie. |
| James C. Morgan, M.A. | N. Simcoe | Barrie. |
| J. Scott Deacon | Halton | Milton. |
| Joseph H. Smith | Wentworth | Ancaster. |
| Michael Joseph Kelly, M.D. | Brant | Brantford. |
| James B. Grey | Lincoln | St. Catharines. |
| James H. Ball, M. A. | Welland | Thorold. |
| Clarke Moses | Haldimand | Caledonia. |
| J. J. Wadsworth, M.A., M.B. | Norfolk | Simcoe. |
| William Carlyle | Oxford | Woodstock. |
| Thomas Pearce | Waterloo | Berlin. |
| D. P. Clapp, B. A. | N. Wellington | Harriston. |
| J. J. Craig | S. Wellington | Fergus. |
| N. Gordon | Dufferin | Orangeville. |
| Thomas Gordon | W. Grey | Owen Sound. |
| Andrew Grier | E. Grey | Thornbury. |
| William Ferguson | S. Grey | Priceville. |
| William Alexander | Perth | Stratford. |
| John E. Tom | S. Huron | Goderich. |
| Donald McG. Malloch | N. Huron | Clinton. |
| W. S. Clendening | E. Bruce | Walkerton. |
| Alexander Campbell | W. Bruce | Kincardine. |
| John Dearness | E. Middlesex | London. |
| Joseph S. Carson | W. Middlesex | Strathroy. |
| Welbern Atkin | Elgin | St. Thomas. |
| W. H. G. Colles | E. Kent | Chatham. |
| Wilmot M. Nichols, B.A. | West Kent | Blenheim. |
| Chas. A. Barnes, B.A. | Lambton, No. 1 | Forest. |
| John Brehner | Lambton, No. 2 | Sarnia. |
| Theodule Girardot | Essex, No. 1 | Sandwich. |
| D. A. Maxwell | Essex, No. 2 | Amherstburg. |
| Peter MacLean | Districts of Algoma and Parry Sound. | Milton. |
| Rev. R. Torrance | City of | Guelph. |
| W. H. Ballard, M.A. | “ | Hamilton. |

List of Inspectors.

| NAME. | JURISDICTION. | POST OFFICE. |
|-----------------------------------|----------------|----------------|
| W. G. Kidd..... | City of | Kingston. |
| J. B. Boyle..... | " | London. |
| John C. Glashan | " | Ottawa. |
| John McLean | " | St. Thomas. |
| James L. Hughes | " | Toronto. |
| Rev. A. McColl | Town of | Chatham. |
| Rev. R. Rodgers | " | Collingwood. |
| R. B. Carman, M. A. | " | Cornwall. |
| Rev. George Washington..... | " Meaford..... | Mono Road. |
| Rev. James Gordon, M.A. | " | Niagara Falls. |
| Rev. S. H. Eastman | " | Oshawa. |
| James Stratton | " | Peterboro'. |
| Thomas Hilliard | " | Waterloo. |
| Rich. Harcourt, B.A., M.P.P. | " | Welland. |
| J. C. Patterson, M.P. | " | Windsor. |

NOTE.—Other cities and towns are under the Inspectors of their respective districts.

Roman Catholic Separate School Inspectors.

James F. White, Toronto.

Cornelius Donovan, M.A., Hamilton.

County Model School Inspector.

John J. Tilley, Toronto.

High School Inspectors.

John E. Hodgson, M.A., Toronto.

John Seath. B.A., St. Catharines.

Inspector of Normal Schools and Director of Teachers' Institutes.

James A. McLellan, LL.D., Toronto..

(2) Extracts from Reports of Public School Inspectors.

COUNTY OF BRANT.

Extract from Report of M. J. Kelly, Esq., M.D., Inspector.

Nothing of a remarkable character has transpired in connexion with the schools during the year just past. They have maintained, for the most part, the even tenor of their way—a fact which may be taken as indicative of their generally healthy state. In the domain of nature as well as in human affairs, commotion is significant of a diseased condition, and is only an effort which “the physician of our diseases”—as Hippocrates designates Nature—makes to remove the offending cause. “Let well enough alone” is an injunction which, to change the phrase, “is more honored in the observance than in the breach.” The sagacious and skilled physician, when he finds the crisis past, withholds the use of drugs and trusts his patient to the natural recuperative powers of the system, aided by suitable nourishment: the keen-witted counsel, when the evidence of the

prosecution is weak or insufficient, refrains from further cross-examination and calls no witnesses, lest something might be inadvertently elicited which might damage the cause of his client. So when the order and management of a school are good—when the subjects are well taught and the progress satisfactory—the Inspector, as I think, should stay his hand and “let well enough alone.” If he has peculiar notions or nostrums; if he is an “educational expert”; (so called), if he has “new methods” (as he fondly but, as a rule, falsely believes) of imparting knowledge; better, much better, suffer them to undergo a further process of incubation, rather than vent them—immature—upon the unoffending heads of teachers and their classes. Friendly suggestions, words of approval, of encouragement, are always in order, and for such, the best teachers are most thankful. Of course it will be found, occasionally, that the school is neither well taught nor well managed; that the trustees rarely or never visit it; and that the Inspector is the only one who really knows its deplorable state. In that case the path of duty is plain. The attention of the teacher should, in the first instance, be called to the existing deficiencies, and then if they are not remedied, the attention of the trustees. A conclusion should not be hastily come to. One visit will not suffice to warrant it. I have frequently found the bad, sometimes, the good impression, removed by a second visit. *Poeta nascitur, orator fit*, (the poet is born, the orator made) is a venerable adage, and applies in its two-fold aspect with equal force to instructors of the young. Not all who are certificated are teachers. The born schoolmasters, like the true poets, are few and far between. But if not born teachers, the facilities for making them such, in this Province, are now great. We have two Normal Schools (with Model Schools for practice attached) at Toronto and Ottawa, and 51 County Model Schools, for that purpose. At the two Normal Schools, 351 teachers were in training during the year, and 1,117 at the County Model Schools. These sources of annual supply, one might suppose, would meet all the requirements of the Province; but such is not the case, owing to the withdrawal of so many from the profession every year to enter other avocations. In this way many of our best and brightest teachers are annually lost.

Young men of ability and ambition are not satisfied to spend their lives in the Public Schools, where the emoluments are small and the prizes few. They aspire to something higher—to be high school masters, lawyers, doctors, divines, and so drift into the universities, and thence into the wider fields of intellectual activity where they hope to reap a richer harvest—a hope, unfortunately, not always realized. However, if there is no help for this state of matters—and I fail to see any—neither is any one obnoxious to blame for it. The country has done its part in a liberal spirit, unsurpassed elsewhere, and the Education Department has faithfully striven to carry out the views in relation thereto of the ablest and most intelligent counsellors. But this lack of duly qualified teachers is confined, in the main, to the eastern counties of Ontario: it is little felt in Brant, though there is a proneness even here to employ cheap teachers (sometimes unqualified) because they are cheap, and some schools suffer in consequence. All the schools in the county have been open during the year and their state has been, on the whole, and is now, satisfactory.

School Finances.—Their financial standing is good. The receipts from all sources amounted to \$37,855.15,—the expenditure to \$32,160.03, leaving a balance in hand of \$5,695.12, being \$509.58 in excess of 1883.

Salaries.—The total amount paid in salaries was \$25,450.58. The highest salary paid a male teacher was \$600, the lowest, \$300. The average for male teachers, \$467, for females \$301.

Certificates.—The number of teachers holding First-class Provincial Certificates was 5, Second class do. 35, First class Old Country Board 2, Third, 30.

School Population.—The number of resident children between the ages of 5 and 16 years, 4,339—attending school under 5 years 10, between 5 and 16 years, 4,095, over 16 years, 138; total, 4,243. Boys, 2,249; girls, 1,994. Number of children between 7 and 13 years old attending no school, 36, attending less than 110 days, 628. Aggregate attendance, first half year, 277,110, days, average, 2,233. Aggregate, second half year, 198,124, average, 2,086.

Classification, etc.—Number in 1st class, 1,110; in 2nd, 1,004; in 3rd, 1,162; in 4th, 750; in 5th, 184, and in 6th, 33. All were engaged in the study of spelling, writing, arithmetic and geography. 2,546 in drawing, 1,082 in music, 2,129 in grammar and composition, 2,113 in history, 267 in algebra, 210 in geometry and mensuration, 62 in elementary physics.

School Accommodation and Equipment.—No new school houses have been built during the year, though two or three are much needed. Some have been repaired.

Town of Paris.—The nine departments (now increased to ten) in the Public Schools of Paris did satisfactory work during the year. The amount paid in salaries was \$3,007. The balance in hands of trustees at the close of the year was \$2,879. The highest salary, \$600, was paid the only male teacher in these schools, Mr. Dodge. Of the lady teachers, three have salaries of \$315 each, four of \$288.75, one of \$260; the average being \$295. Seven of the teachers had been trained in a Normal School. The average attendance for the first half year was 425, for second half, 387. The number of visits made to the schools by the Inspector was 36. Reports on the state of the schools were sent by the Inspector to the Board of Trustees quarterly.

Arbor Day.—"Arbor Day" was generally observed in this county. Trustees, teachers and pupils manifested the greatest interest in its due observance. In most of the sections the grounds were cleaned up, maple, elm and evergreen trees planted, flower pots laid out, etc. The institution of an "Arbor Day" to be observed annually can not fail to be beneficial from an æsthetic stand-point, and to add much to the comfort and healthfulness of the school premises.

COUNTY OF CARLETON.

Extract from Report of A. Smirle, Esq., Inspector.

The year just closed has been one of educational progress and activity. Every school but one has been in operation during the greater part of the year, and with few exceptions the teachers have been faithful and persevering in the discharge of duty. Judging from the results of my examinations and the large numbers who have passed for entrance to High Schools and Collegiate Institutes, it may be safely said that the public school work of the year has been performed with a fair degree of efficiency and success.

Complaints are still made of a scarcity of legally qualified teachers. A large number of schools (22 in all) have been in charge of teachers only temporarily certificated; and, although in most cases fair work has been done, still it is evident that such teachers, as a rule, are very much inferior to those who have passed the regular examinations, and who have taken the usual Model School course. Of the twenty-four teachers licensed temporarily in 1884, most of them had passed either the "Intermediate" or "Non-professional Third (Class)" Examinations; so that in point of scholarship there can be no serious objection raised; but lacking both experience and professional training, it need not be a matter of surprise should they prove failures in discipline and general school management.

The number of second class teachers has risen from 27 to 39, a few of whom, however, hold only "Professional Thirds," but no doubt many will avail themselves of a Normal School course just so soon as they are eligible.

The confused state of the Text Book question has in some measure retarded the progress of pupils, and caused a great deal of annoyance to ratepayer, teacher, and Inspector, as well as to the Department. The problem, however, has now been solved, and it is to be hoped that the public will cheerfully conform to the regulations in that behalf, believing that the best that could be done under the circumstances has been done, and that the interests of education will be advanced by the change. Some steps also should be taken at once to provide Trustees with a "School Law Manual," so plain "that he who

* Such a manual has been distributed to the schools by the Minister of Education.

runs may read." Many Boards of Trustees are willing and anxious to do their duty, but being unskilled in the mysteries of the law, they find themselves utterly at a loss to know how to proceed.

In the matter of school accommodation very satisfactory progress has been made throughout the inspectorate. Nine new school houses have been erected, varying in cost from \$10,000 to \$500. In Rochesterville a fine substantial brick building is about completed, which will afford ample accommodation for 250 pupils: this building, when furnished, will cost the Board over \$10,000. In Janeville a new school house has been built at a cost of about \$2,000; in Metcalfe one at about \$3,000; whilst in rural sections six new school houses have been completed; five have been thoroughly repaired and renovated; and five sections are preparing to build.

At this rate of increase the school accommodation of the country will soon be all that can be reasonably expected. At the present time there are not more than twenty sections in which the school accommodation falls short of the minimum requirements of the law, and in the great majority of cases it is amply adequate.

The sections in which any successful attempt has been made at improving the school grounds by planting trees, etc., etc., are comparatively few; still something has been done in this respect, and no doubt a few years will show a great improvement in such matters.

The Model School has been doing good work, and of the fifteen teachers trained therein, all have found employment in the county. So far, they all managed their schools with satisfaction to their employers and with credit to themselves. Some have said that "in Model Schools we have found the missing link of our educational system." However, there is yet room for improvement in these institutions. There seems to be too much of the ideal, and too little of the *practical*, to suit the great body of teachers destined to work in the humbler ranks of the profession, more especially in the want of practice, in such a school as may be met with in an ordinary rural section, where the teacher takes charge of, say, forty pupils, and works all the classes from 1st to 4th concurrently. Such is the nature of the work that by far the greater number of public school teachers must engage in; but, strange to say, it is the kind of work for which very imperfect provision has yet been made, in either the Provincial or County Model Schools. A student's success in conducting a few exercises in a well-regulated and carefully graded school, is not sufficient evidence of ability to bring order out of chaos; or, in other words, it does not prove that he will be able, properly, to classify and organize his own school. If some method could be devised whereby the student in training could have actual practice in school organization, the classification of pupils, and the drafting of time-tables, there can be no doubt but it would prove an element of success in his future career.

The Teachers' Association has done very fair work during the year, but under the new regulations there will be many additional advantages. Hitherto, in this county, it has been difficult to secure a full attendance, and, as a rule, the absentees are those who stand in the greatest need of instruction; now, however, that attendance is compulsory, and the institutions under the direct control of the Department, a realization of their full measure of usefulness may reasonably be expected.

The outlook is hopeful. There are many indications of an awakening interest in the educational affairs of the country, showing that the people are alive to the advantages of a free public school system.

COUNTY OF DUNDAS.

Extract from Report of Arthur Brown, Esq., Inspector.

As an indication of healthy improvement, forty-two, or one-half, of the teachers employed in the County at present have passed the non-professional second-class examination; two of them the first-class examination; and a considerable portion of these forty hold professional second-class certificates.

Teachers' Certificates.

First Class, 1 ; 2nd Class, 18 ; 3rd Class, 57 ; Extended Thirds, 4 ; Temporary Certificates, 6.

Average Salary Paid Teacher.

| | |
|--------------------|-------|
| Williamsburg | \$288 |
| Matilda | 290 |
| Winchester | 295 |
| Mountain | 263 |
| Morrisburg | 359 |
| Iroquois | 335 |

School Population.

| | |
|--|-------|
| Pupils enrolled, 1883 | 5,177 |
| “ 1884 | 5,110 |
| Average attendance, 1883 | 2,314 |
| “ 1884 | 2,269 |
| No. 17 to 13 not attending any school in 1883..... | 61 |
| “ “ “ 1884..... | 61 |
| “ “ “ less than 110 days, 1883... .. | 1,411 |
| “ “ “ “ 1884... .. | 1,509 |

Kinds of School Houses.

Brick, 21 ; stone, 19 ; frame, 32 ; Log, 2.

Schools opened with Scripture and prayer, 22 ; with prayers only, 35.

Average Rate of School Tax.

| | |
|--------------------|------------|
| Williamsburg | 4.3 mills. |
| Matilda .. | 4.5 “ |
| Winchester | 3.7 “ |
| Mountain | 3.18 “ |

COUNTY OF GREY—SOUTH.

Extract from Report of W. Ferguson, Esq., Inspector.

The Public Schools of South Grey have each received two inspectoral visits during the year 1884 : all were in active operation, except two, S. S. No. 6, Normanby, which was closed during the former half-year, and S.S. No. 7, Glenelg, closed during the latter half-year.

The school houses are generally substantial brick, stone or frame buildings, many of which are supplied with improved comfortable seating : some, not poor sections, have been conspicuous for tardiness in providing adequate seating of any kind.

Each of the townships, except Egremont, possesses a representative of the “old log school,” while that township possesses several snug “teachers’ residences,” indicative of the thrift of the settlers. Through the preparatory training in the County Model Schools, much greater uniformity in school work, as well as much better quality, is now obtained. The Annual Census Returns reveal the glaring violation of the *spirit* of our excellent school system, under the *School Section* arrangement, and each succeeding annual enumeration strengthens the conviction that the consolidation of the sections in each municipality would be really more equitable and economical, as well as more promotive of the true educational interests of the community ; would render the schools, in many cases,

more generally accessible ; would relieve neighborhoods of local jealousies ; relieve township councils from some of their most disturbing and perplexing questions, and even county councils of many vexatious appeals.

The subjoined brief extract of these School Census Reports for 1884, will illustrate this opinion :—

| TOWNSHIPS. | Assessed Valuation of Sections. | School Rate in the dollar. | Assessed Valuation. | School Rate in the dollar. |
|-----------------|------------------------------------|-------------------------------|------------------------|-------------------------------|
| Artemesia | from \$100,000 00 | at $3\frac{4}{10}$ mills, to | \$71,000 00 at | $6\frac{5}{10}$ mills. |
| Bentinck | “ 60,370 00 | “ $4\frac{3}{10}$ “ “ | 25,250 00 “ | $15\frac{3}{10}$ “ |
| Egremont | “ 152,529 00 | “ $2\frac{8}{10}$ “ “ | 74,026 00 “ | $3\frac{6}{10}$ “ |
| Glenelg | “ 119,300 00 | “ $4\frac{3}{10}$ “ “ | 26,440 00 “ | 12 “ |
| Normanby | “ 168,560 00 | “ $2\frac{7}{10}$ “ “ | 82,200 00 “ | $3\frac{4}{5}$ “ |
| Osprey | “ 76,825 00 | “ $3\frac{7}{10}$ “ “ | 45,450 00 “ | $6\frac{2}{10}$ “ |
| Proton | “ 104,400 00 | “ $2\frac{2}{10}$ “ “ | 24,960 00 “ | $7\frac{1}{10}$ “ |

COUNTY OF HALIBURTON.

Extract from Report of C. D. Curry, Esq., Inspector.

Notwithstanding the financial depression, the past year has been one of progress and prosperity in the school history of the county. School premises have been repaired and refitted ; maps and other school appliances have been procured. In one section the school house has been moved from one side of the section to the centre of population, and in another a neat and commodious frame school house has replaced the old log structure.

The total expenditure for school purposes was in 1884, \$10,711.03, an increase over 1883 of \$193.18. The amount expended in permanent improvements is \$979.42. The average expenditure per pupil amounts to \$6.35.

The following table gives the number of schools in each municipality, the number of pupils enrolled, and the average attendance for the year :—

| MUNICIPALITY. | NO. OF SCHOOLS. | PUPILS ENROLLED. | AVERAGE ATTENDANCE. |
|-------------------|-----------------|------------------|---------------------|
| Anson | 2 | 147 | 49 |
| Cardiff | 5 | 106 | 31 |
| Dysart, etc | 9 | 324 | 126 |
| Glamorgan | 6 | 123 | 31 |
| Lutterworth | 6 | 183 | 55 |
| Minden | 8 | 278 | 90 |
| Monmouth | 4 | 92 | 41 |
| Snowdon | 5 | 179 | 57 |
| Stanhope | 4 | 108 | 39 |
| Total | 49 | 1,540 | 519 |

The number of pupils enrolled exceeds that of any year in the history of the county, being 65 in excess of the total of 1883, and 16 over that of 1882. A still more gratifying

fact is that the average attendance of 1884 is greater than that of 1883 by 55, and exceeds that of 1882 by 36. The schools have been kept open an average of 173 days, and taking this as a divisor, the average daily attendance has been 664.

Of the 49 teachers engaged at the close of the year, the classification is as follows :—

| | |
|--------------------------------------|----|
| First Class Provincial | 1 |
| Second Class " | 2 |
| Second Class, old County Board | 2 |
| Third Class, District | 32 |
| Interim Certificates | 12 |
| Total | 49 |

The necessity of issuing "permits" is to be regretted, but in order to supply the schools, it is necessary to do so to a certain extent. Several of those who have been engaged in teaching on interim certificates have displayed considerable ability, so that it is to be hoped that their services will be retained until the next examinations.

With regard to the character of the work done, it is necessary that the elementary branches should be taught as thoroughly as circumstances would admit. A pupil who has been taught to read well, including of course all that the expression implies, to write fairly, and to perform all ordinary business calculations, does not enter life very badly prepared. This is as much as may reasonably be looked for from the majority of the public schools in this county for many years to come.

COUNTY OF ONTARIO.

Extract from Report of James McBrien. Esq., Inspector.

The Moral Discipline.

In this respect our progress is highly satisfactory to all who are really patriotic. It is plain that we are building up a national character which will reflect no discredit on the Dominion of Canada.

In every department of school work, accuracy in acquiring and stating facts is demanded : following this course without variableness or shadow of turning, the natural consequence is to create an abiding sense of truthfulness in the child.

In the construction of time tables, teachers have constant regard to the law of periodical action, that is to say, the same subject is taken up daily at the same time, like one's meals, and with a similar relish.

The teachers trained in our County Model Schools are becoming skilful in the art of procuring suitable objects and stimuli to lure to constant and pleasant employment. Never before was there a time in the history of this country when the great Commandment which says, "six days shalt thou labor and do all that thou hast to do," was so fully and cheerfully kept. The constant business crowds out the chance and inclination to do evil.

Children are more intelligent than most people give them credit for ; and therefore, a direct appeal to their conscience, through their intelligence, is required, and in cultivating its moral aptitude by rendering the right visible to their understanding. The right thus apprehended, and so voluntarily and cheerfully followed, becomes the sovereign principle of the whole school discipline.

The Honorable the Minister of Education has lately made a wise regulation, which requires more attention to be given to the study of English literature. This is a stride in the right direction for many reasons.

Henry Ward Beecher has beautifully said that the secret of Britain's strength is her moral power. The illustrious authors of English literature have, to a certain extent, cre-

ated this moral power. Therefore, in the study of these authors, the pupils are brought into intimate contact with the genius, the spirit and intelligence that has made Britain what she is—the greatest moral power on earth.

A love of these once created, there is no inclination to read those trashy novels that are undoubtedly poisoning the intellect and moral life-blood of their readers.

In most of the County of Ontario Schools, gems of prose and poetry, selected from British and American authors, are committed to memory and recited on Fridays: these are used afterwards as dictation exercises, and written neatly in a book kept for the purpose. Thus the pupils are furnished with the best standards of composition; their vocabularies are extended; their minds are exalted and their hearts enriched.

A knowledge of all the subjects of the Public school programme is good and useful, but it is good and useful only as it is used in right living. The man of intellectual ability never fails to make life a success, but from the want of moral principle; therefore, all subjects of instruction can and should be used as a means to obtain the great end of preparing the child for "complete living with his fellows."

COUNTY OF YORK—NORTH.

Extract from Report of D. Fotheringham, Esq., Inspector.

The total expenditure of 1884 was less by \$4,496.40, than that of 1883, though in the payment of teachers there was an increase; and the average to male teachers has risen from \$424.83 to \$429.69. This is the highest point reached in North York, and, were Newmarket included in this average, it would be \$434.53.

The average to female teachers has always fluctuated more than that of male teachers. For 1884 it has fallen from \$265.62½ to \$252.66.

The proportion of lady teachers employed is steadily increasing, and, before many years they will, at the same rate, outnumber male teachers in North York.

The number enrolled in the schools has increased from 6,926 to 7,084, while the percentage of attendance stands at almost the same as in 1883-4-5. The schools were open on an average 215.4 days in 1884; in 1883, 212.3.

In the grades of certificates, "Second Class" fell from 48 to 44; "Old County Firsts," from 6 to 3; and there has been a corresponding increase in "Thirds." Of the teachers holding second class certificates, 31 are males and 13 females.

The number of pupils enrolled in the first class has been increased considerably, indicating, possibly the turn of the tide which for some years has been reducing the school population. There are over 200 more entered in this year than in 1883.

In the other classes the numbers have been reduced sufficiently to show increasing care in the grading and promotion of pupils, naturally suggesting reference to *uniform and simultaneous promotion examinations* which, in compliance with the urgent desire of the Teachers' Association, have been carried on for over two years.

The schools were suffering from irregularities which could be reduced, if not removed. Young teachers had often changed the classification of their schools injudiciously. They could, and too often did, promote soon after the Inspector's visit. In this way pupils would be six and sometimes nine months in a class before the Inspector could exercise any supervision, and this made it difficult to re-classify. Some had one standard of classification and some another. One would promote on a certain percentage, another on one higher, and a third on one lower. Methods of teaching the same subject were very different in different schools, and some subjects received undue prominence to the neglect of others. Teachers, like other mortals, unconsciously favour some more than others, so that impartiality in promotions was not always certain when the teacher was judge in his own school. Sometimes fond parents, to whom some teachers found it politic to defer, assumed the position of arbitrators in regard to the promotion of their children.

These and other considerations led to a desire for uniform and simultaneous promotion examinations from which the competitive elements should be carefully excluded. Carefully prepared regulations of a general character, from which cumbersome details were kept out and in which simplicity was studied, were prepared.

A Central Board, having the Inspector as chairman, was given the task of preparing the sets of questions, and finally deciding promotions.

Local Boards were appointed to conduct examinations, by a majority to pass or reject candidates, and to refer special cases to the Central Board ; at the same time no teacher is to take charge of his own pupils or value their papers, but still may speak for them or appeal to the Central Board.

Examination papers are printed confidentially, sealed, and sent to the teacher to be opened in the presence of the candidates in the school where he is to preside.

A limit table of work for each class is supplied to each school, indicating among other things a number of lessons in literature to receive special attention, as in the H. S. entrance.

Beautiful certificates, the only reward, except the consciousness of success, are sent out to those who pass.

While these arrangements are made and the county supplies funds for actual outlay, the examinations are forced on none ; neither are pupils expected to attempt an examination every half year. The desire, however, to make these the tests of all promotions in the II. and III. Books is growing ; and, as I write, twelve hundred pupils of eighty-six teachers are trying this test of their right to be promoted. It has been found that these examinations are a great stimulus to teachers and pupils : methods and work are more uniform and thorough : fewer badly prepared pupils get promotion : attendance is encouraged : parents and friends cease to press for promotions : teachers and schools learn to compare themselves with others, and a friendly rivalry and *esprit de corps* are growing among the profession.

In regard to religious instruction in schools, only five in my district (out of eighty-six) have none, or rather five teachers out of one hundred do not give any.

Public school libraries have fallen into almost entire disuse : this in rural sections is greatly to be regretted : they would constitute, if wisely selected, a powerful means for developing literary tastes and habits of self improvement, now often lost sight of in the universal rush after excitement and a "good time."

The Teachers' Association, continues to grow in usefulness and efficiency.

2.—ROMAN CATHOLIC SEPARATE SCHOOL INSPECTION.

(1.) *Report of James F. White, Esq., Inspector.—Eastern Division.*

SIR.—I have the honor to submit a report on the Separate Schools inspected by me in 1885.

My visits were confined to the eastern division which, beginning at Toronto, stretches east to the Ottawa and thence west to the farther end of Lake Nipissing. In it are included this year 110 schools, with 275 teachers—a gain of *seven* schools and twenty-six teachers since 1884 ; this satisfactory increase being made up by the starting of several new schools and the rapid growth of others. Without help I should have been unable to do justice to this large number of schools and teachers, but my colleague, Mr. Donovan, very kindly gave me much assistance by visiting several of them in September.

Several large and substantial buildings have been erected during the year, principally in towns or villages, and in these places the accommodations are now, in general, quite ample for the average attendance of the pupils. But little change has been made in the accommodations for city schools, which are in several instances far from suitable. In many rural sections there are good comfortable buildings ; in most of the others the

accommodations are respectable, while in but eight are the houses quite unfit for school purposes; in most of the last cases trustees have given assurance that these will be replaced by suitable buildings during the coming year.

The provisions for lighting are, in many instances, very defective; and even when fairly good the seats are sometimes so placed that the light must injuriously affect the children's eyes during study. More frequently the means for proper ventilation are found wanting. The windows are seldom made to lower from the top, and no other provision has been made for letting out the hot vitiated air and supplying its place by that which is pure and health-giving. As the opening of doors or windows causes dangerous draughts, especially in winter, this means cannot be depended upon to give the necessary supply of pure cool air. Teachers are sometimes not sensible of the very unhealthy state of the air in the rooms which has become so only by degrees not always perceptible by those engaged in earnest work, but it is at once perceived by one entering the room from the pure outside air. The danger from this source is yet greater in those schools where no recess breaks the morning or afternoon sessions.

In several instances school boards have wisely provided large well-fenced play grounds, which afford the children every opportunity and inducement to take proper outdoor exercise. The grounds attached to the boys' schools in Lindsay, Peterboro', and Cornwall, have little to be desired in this respect. Unfortunately the girls' schools are not nearly so well off, their play-grounds being neat but too limited in size. For several of the city schools, there is a mere yard, too small to allow the pupils to indulge in any games, and forcing them either to play on the street or to forego such exercise altogether.

This year again good classes from the Girls' Schools in Toronto, Lindsay and Ottawa wrote at the teachers' non-professional examination. A large number of those examined obtained third-class certificates, while two from Lindsay and four from Toronto obtained *second's*, one of grade A. The success that has, year after year, attended their pupils competing at these examinations shows how excellent is the work done in these schools, whose teachers are to be sincerely congratulated for having made such successful efforts alone and in the face of many difficulties. This class of work is not done in any of the Boys' schools, which limit their efforts to preparing their pupils for entrance to High Schools, in which many of them have been highly successful.

Reading is showing some improvement, but not so great as could be desired. In thoroughly good schools the subject is well taught, and pupils give the selections with proper modulation and natural expression; but in schools of only average standing, it is yet too frequently marked by indistinct articulation, by want of proper pausing, or by unsuitable expression. This failure to render a passage properly, shows either that its meaning is not clearly understood, or that the art of expression has not been cultivated for its own sake. While rhetorical reading is not essential, especially in the lower classes, yet a clear, intelligent and expressive rendering should be required in all.

In writing, the general standard is quite high and the tendency is still upward. In schools where it receives proper attention, by teaching of principles and black-board illustration, bad penmanship is rare, and it is not unusual to find the writing throughout uniformly good, thus showing that failure in this subject, when not due to physical weakness, is the result of poor methods of teaching. An examination of the books sometimes shows that there has been little collective teaching, but that the children in one room are allowed to write in many different sorts of copy-books, under slight supervision. The certain result of this is shown in a want of regularity and finish, in marked contrast to the writing acquired in schools where the teaching has been really good. This subject receives special attention in schools directed by religious communities; the writing of their pupils being usually characterized by great neatness and regularity, and in many cases it is remarkably good. At times, however, there is a surprising difference between the writing in the copy-books and that in dictation exercises, a child showing a clear bold hand in the former, and in the latter a scarcely legible scrawl. This seems to be due either to insufficient practice in writing on paper from dictation, or to the want of care on the teacher's part, in accepting, and thus encouraging, a bad style in written exercises. In junior classes slate writing has made very encouraging progress, and in many schools exercises are remarkably well done.

Arithmetic receives a large share of attention, and in most schools the results are quite satisfactory: a few obstacles, however, stand in the way of its rapid progress: sometimes it has not been begun at a sufficiently early stage, or this beginning has not always been after the best principles; and in a few schools it is yet treated too much according to rule and routine. Mental work shows very noticeable improvement, though it does not always receive the attention to which its importance entitles it.

In the majority of the more important schools drawing has been begun, and bids fair to become very popular with the children. This subject has long been an important one in the schools directed by the Christian Brothers, whose teaching of it has been very successful, as evinced by very creditable specimens in mechanical and free hand drawing shown by their pupils.

The tabular report of the Separate Schools for 1884 (Table F) presents a very substantial increase in the various items of school statistics over that for 1883. The gain in the number of schools is 13, of teachers 30; in the registered number of children, 1,286, and in average attendance, 355. The average attendance was also increased from 52 to 53 per cent.; for the Public Schools the average is 48 per cent. For the present year the total number of schools is 213; of teachers, 460, or 6 more schools and 33 more teachers than in 1884. It is worthy of remark that despite the large increase (30) of teachers for 1884, the number of male teachers was not only not greater, but was really 2 less than in 1883. I have no doubt but that, in like manner, the gain of 33 in 1885 is made up nearly altogether of female teachers. Though showing an improvement over that of 1883, the attendance during 1884 was yet not altogether satisfactory; for of the 27,463 children on the register, over 12,000 were, on an average, absent each school day. The attendance was most regular in the City Schools, ranging from 68 per cent. in Brantford, and 62 per cent. in Toronto, to 48 per cent. in London and St. Catharines, and averaging 56 per cent. for all. In towns, the most regular attendance was in Galt, 71 per cent., Stratford, 69 per cent., and Orillia, 67 per cent.; while it fell off to 32 per cent. in Sarnia, 33 per cent. in Rat Portage, and 41 per cent. in Cornwall, averaging 55 per cent. for all. In rural sections, on account of the distance to school and the need of the children's remaining home to work at certain seasons, the attendance does not reach so high an average as in towns and cities, being only 47 per cent.; it varies greatly, however, in different counties, ranging from 30 per cent. in Leeds, and 35 per cent. in Grey, to 56 per cent. in Carleton and 63 per cent. in Middlesex. In explanation of the low percentages in Rat Portage and in Leeds County, it may be stated that in the former, school had just been opened; while in the latter place the schools are open only part of the year. This irregular attendance—the greatest obstacle to the rapid progress of the schools—might, in my opinion, be materially lessened by more vigorous and united efforts on the part of teachers and trustees.

The work of education is, in general, efficiently carried on throughout this division, and a large proportion of schools in rural sections, as in towns and cities, are in a highly satisfactory condition; there are, of course, some schools whose standing is not very high, but I believe that these are improving, and that the number of inferior schools is diminishing.

Toronto, December, 1885.

(2.) *Report of Cornelius Donovan, Esq., M.A., Inspector.—Western Division.*

SIR,—I beg leave to submit my second annual report on the Roman Catholic Separate Schools in the Western Division of the Province for the year 1885:—

Since the date of my previous report I have visited the schools of all the teachers (with one exception) in this division *once*, and the schools of 33 teachers *twice*, while in the Eastern Division I have visited the schools of 23 teachers.

| | |
|---|-------|
| Total number of schools visited | 235 |
| Enrolled pupils, western division | 9,200 |
| Total attendance at time of visit | 6,300 |

These figures shew an increase in the number of pupils since last year ; the number of teachers having also increased. The schools that I visited in the east had an enrolment of 820 and an attendance of 582.

In the matter of accommodation, the school authorities have exhibited commendable activity during the year. New buildings have been erected, old ones renovated and enlarged, and premises generally improved. In London, the Sacred Heart nuns have, at the expense of their community, built and furnished a large brick school house at a cost of \$8,000, and have placed it under the jurisdiction of the Separate School Board. These ladies have also supplied the teachers for this school (three) free of charge. Guelph has provided additional accommodation, and increased its staff of teachers ; Hamilton has just finished two fine brick school houses which will give extra accommodation for 200, pupils and call for an increase of three to its teaching staff ; Oakville has extended and improved its school premises ; Arthur village began the year with a large well-appointed brick school house ; Port Colborne has provided better and more ample accommodation ; No. 6, Biddulph, has now (thanks to Father Connolly) one of the best school houses in the division ; in Wellesley township two new brick schoolhouses have been erected—in sections 5 and 10 respectively ; No. 1, McKillop, has a most complete new school house and premises ; No. 8, Windham, has its new school house almost finished ; No. 3, Malden, and No. 13, Waterloo, have also enlarged their buildings ; and No. 3, Mara, (Breachin village), has a handsome well-furnished school house. In many cases the grounds have been extended, and advantage was taken of Arbor day in May last to beautify them by planting shade trees. On the whole there has been a decided improvement in school accommodation, which is saying a great deal considering the previous creditable condition of that matter. The same remark may be passed in reference to equipments ; in fact, I am happy to be able to state that in almost every instance the authorities have faithfully attended to suggestions made by the Inspector for the benefit of their schools.

The vital importance of good light and ventilation cannot be too strongly dwelt upon. Ill-ventilated and badly lighted rooms produce most mischievous effects on the mental and physical health of children—effects that are too often felt in their after life. Wherever possible, scientific means of ventilation should be provided by the trustees ; but in the absence of such means, teachers should air the rooms thoroughly during recess. Ladies with characteristic good taste, delight in curtains or blinds for the windows, but as teachers they must notice that the practical *utility* of these articles is not so much to be admired ; they keep *out* the sunlight, the very thing that should be *in* the room.

There are 180 teachers in the division—a gain of five over last year. Of the whole number, 147 are females. It is gratifying to notice that, as a body, the teachers have shewn themselves fully imbued with professional spirit ; they are doing their duty in the class-rooms, are alive to the advantages of continued literary culture, and are making use of all opportunities of improving themselves in the art and science of their profession—frequently at considerable sacrifice. The salaries remain about the same as before—in no case exorbitant. Comparatively few teachers are holders of “permits,” and it is well that such is the case, for the “permit” has a lowering effect in several ways.

As to their literary attainments, the schools as a whole, appear to be making satisfactory progress. There are exceptions of course, but I have ascertained that the chief cause of want of progress in the exceptional cases is irregular attendance on the part of the pupils. Another hindrance to progress and good government, is the too great willingness of some parents to credit the criticisms of their children on the conduct and work of their teachers. The work as prescribed in the new programme of studies is generally in operation. Kindergarten songs with their appropriate actions are in common use in the junior classes with good effect. Most of the advanced girls' classes practise successfully several branches of domestic economy, including plain sewing and knitting. In the rural schools the boys generally shew a respectable knowledge of agricultural rudiments ; and in the towns, it seems, from their intelligent answers in matters not peculiar to the school room, that their attention has been directed to the realities of their future life. As to the highly important subject of Christian Doctrine, it affords me much pleasure to be

able to repeat last year's statement, viz.:—that the knowledge of this subject which the pupils obtain from their Catechisms and the instructions of the clergy is, in general, highly satisfactory.

A system of uniform examinations has been inaugurated by sending out a miscellaneous paper to be written on by the pupils of Class IV., in all the schools of the Inspectorate on the same day. As the paper was the first of its kind, I made it comparatively simple, but varied and comprehensive. It was chiefly designed as an exercise, not only for obtaining correct answers, but for the cultivation of good habits and methods in performance of work, and the development of original thought. It is intended to extend the work, after a time, to other classes and for other purposes.

Your proposed project to issue a Manual of the School Law for the use of Separate Schools, will, I am sure, give universal satisfaction to Separate School authorities and supporters. While the contents of the Separate School Act itself have always been easily understood, it has hitherto been a difficult matter to decide, in many cases, what portions of the Public Schools Act were also applicable to Separate School affairs. The manual referred to will be the means of removing much doubt and confusion. Your proposition of a "Course of Reading" (voluntary) for teachers is also, in my opinion, an excellent one, and should be received with favor by all teachers who wish to rise in their profession.

Toronto, December, 1885.

3. INDIAN SCHOOL INSPECTION.

Extracts from Reports of Public School Inspectors on Indian Schools.

M. J. KELLY, ESQ., M.D., INSPECTOR, COUNTY OF BRANT.

Indian Schools, Township of Tuscarora and Mohawk Institute.

On the 8th of June a visit was paid to *Board School No. 3*, Miss Sarah Davis, (Indian) teacher. Colonel Gilkison (agent) and Rev. Mr. Ashton, of the Mohawk Institute, accompanied me. We were joined by the Rev. Mr. Carswell, incumbent of Kanyenga Church. The number of pupils present, 38, in 5 classes, all Indian children and thinking in Indian. The 5th class (5 in number) did fair work in reading, spelling, and grammar, but inferior work in arithmetic. The penmanship was satisfactory. The reading and arithmetic of the 4th class (also 5 in number, and equal to the 3rd in the P. schools) was fair, the spelling good. Indian children generally read in a monotone. The 3rd class (6 in number, 2nd Book) did fair work in the same subjects. The 2nd class (11 in number) did well in spelling, but only middling in reading and arithmetic. The first class was not of much account. Nice frame school house, painted, well furnished, with six new chairs added for visitors since our last visit; grounds enclosed, supplied with closets, and recently planted with trees.

9th June. We also visited *Board School No. 7*, Miss Elizabeth Johnson, teacher, a young Indian woman who passed the entrance examination last year, and is doing very fair work. Since the last visit, trees have been planted in the school grounds. 25 pupils present in 4 classes; in the first or lowest class, 13. The same fault applies to the reading here as in No. 3; it is monotonous; in the other subjects the results were similar. The pupils fairly supplied with books, etc.

10th June. We (the Indian Commissioner, Rev. Mr. Ashton, and myself) visited *Board School No. 20*, Miss Annie Foster (Indian), teacher, who passed the entrance examination 8 years ago; since then she had attended the Brantford Collegiate Institute for two years, but failed to pass the non-professional examination for a teacher's certificate. 51 names on the roll, 42 pupils present, of whom 9 were white, divided into 5 classes. The arithmetic (as far as elementary fractions), the reading, and the spelling of the 5th

class (3 pupils) very good; the grammar and the geography "fair." The 4th class (2 in number) did good work in the same subjects. I examined also the 3rd class, numbering 9, the second 11, and the first 17, with satisfactory results. A very fair school as a whole, well managed and orderly, with a fine brick school house, described fully in my last report.

On the same day the "*Stone Ridge*" School was visited and examined. This school was not in operation at the time of our last visit. The building has undergone no repairs since; it is a log house about 24 by 16 feet in dimensions, school room very uninviting, floor dirty and full of holes, no grounds attached, and no outhouses; on the walls a map of the world, but no blackboard, no cards, no clock or globe. Teacher, Adam Sickles (Indian), passed the entrance examination last year; salary \$250 per annum. 27 names enrolled; 20 pupils present in 4 classes. The pupils of 4th class read and spell fairly well, and know arithmetic as far as long division, but have only a very elementary knowledge of grammar and geography; the rest do very poorly. Supply of books insufficient.

11th June. *Thomas's School*, a band school, Mr. John Miller (white), teacher: frame house, with grounds, single closet, no trees. Writing desks for pupils needed, also map of the world (not Mercator's), and one of the British Isles, and a natural history (animal) chart. 37 names enrolled, 30 pupils present, arranged in 3 classes. The 3rd class does very good work in arithmetic, reading, spelling, and geography, and fairly well in grammar; the 2nd class pupils also do fairly. There were 19 in the first part of first book. The teacher would be better employed preparing himself for a certificate than in eking out in an idle fashion a living among the Indians.

12th June. *No. 2 Board School*, at the Council House, was examined. Present, the Indian Commissioner, Rev. Mr. Ashton, Chiefs John and Josiah Hill, Messrs. Porter and their wives, Chief Jno. Hill's wife, and others. Miss Floretta Maracle is still the teacher here, and an excellent teacher she makes, being active, and animated, with sufficient snap and *verve*. The house, grounds, and equipment here are all that are needed. 43 names enrolled, 39 pupils present, in 5 classes:—

| | | | | |
|------------------------------|-------------------------|---------|---------------|---------|
| 5th class (5 pupils) | in reading and spelling | "good;" | in arithmetic | "fair." |
| 4th class do | do | do | do | do |
| 3rd class (8 pupils) | do | do | do | "good." |
| 2nd class (6 do) | do | do | do | do |
| 1st class (15 do) | do | do | do | "fair." |
| Order and management "good." | | | | |

12th June. Visited and examined *No. 5 Board School*. Miss Emily Gorse (Indian), teacher; passed entrance, 1883; received her training at the Mohawk Institute. Frame house, uniform in shape, nice model, cupola and bell: school room well furnished, windows large and arched, large porches in front and rear; floor and desks very clean, good clock, maps of world and Dominion, zoological chart, Ten Commandments, tablets, good stove. Grounds dry, with many shade trees, but not enclosed. 29 pupils present in 5 classes, mostly of the Delaware tribe. In the Delawares and Tuscaroras there is a dash of Ethiopian blood, showing their original southern habitat. The classes were all examined in this school, but the merits of the work done were scarcely up to those of the last school. The reading in the lower classes was verbal and not clausal.

15th June. Examined the "*Red Line*" School. Miss Cross still the teacher, without certificate of any kind. House very inferior, floor and walls dirty, furniture very poor: no grounds and no outhouses. 28 names enrolled, 14 pupils present. Attendance very irregular, varying from 1 to 15 pupils a day. The last number is the highest the present teacher has ever known to be at school at once, and the same pupils are rarely there two days in succession. The work shows this. I have no hesitation in saying that the money spent on this school is worse than thrown away.

15th June.—*Kanyenga School*, No. 8. (Board School).—Miss Davis (Indian), teacher. Frame house in grove near "Sour Springs" and Episcopal Church; grounds extensive and enclosed; school-room well furnished, good clock, small globe, press for books, etc., large blackboard, good supply of excellent maps, tablets, etc. 16 pupils present in four classes. 4th Class (four pupils), examined in reading, spelling, arithmetic, grammar and geography, with good results. 3rd Class (four pupils), also did well on the same subjects. First and second classes did fairly. Order good. Rev. Messrs. Ashton and Caswell and Col. Gilkison present.

18th June.—*Mississauga School*. (New Credit).—The Indian Agent and Dr. Reginald Henwood accompanied me to this school and the next, both on the Oneida boundary, about 20 miles from Brantford. Mr. Alexander Scott, teacher, expired Third Class County Board Certificate; house in bad state, grounds not enclosed; floor of school-room in bad condition and dirty, furniture do., plaster off walls, a new clock purchased since last visit; no maps, no globe, insufficient supply of books and slates. Attendance irregular. 35 names enrolled, 18 pupils present in three classes. The reading and spelling of the third class, good; arithmetic, grammar and geography inferior. The work of the other classes, only middling. A new school house is needed here, with complete equipment.

Board School, No. 9.—Frame house, well furnished, floor clean. Cupola and bell, good clock, excellent maps, pupils well supplied with books, slates, stationery, etc. Claybourn Russell (Indian), teacher. 33 names enrolled, 22 present in four classes.

The reading, spelling and arithmetic of fourth class, good; grammar and geography, fair. The work of the other classes, generally good. Order and management, satisfactory. Several bright pupils in this school. Attendance regular.

S. S., No. 6, a Board School, near the Cayuga parsonage. There is a fine school-house, well furnished, but there was no teacher in charge. In this section there are many pagan Indians who do not appreciate the learning of the white man.

15th July, visited the "*Mohawk Institution and Indian Normal School*," the name which the New England Company has recently bestowed on this seat of learning. Attached to this institution is a farm of 270 acres lying along the river and canal, about a mile and a half from Brantford, nearly 100 acres of which is under grass or pasture, the rest cultivated like a garden. The main building is of brick, three storeys high, containing, besides the superintendent's departments, two well furnished school rooms, dormitories for 90 pupils, library, kitchen, etc. Detached is a laundry and workshops for pupils, etc. There is now in course of erection at the west end of the main building, a superintendent's residence, which will cost, when complete, about \$3,000. The approach is, from the road running from Brantford and skirting the farm on the south, by a fine gravel drive extending about a quarter of a mile from the main entrance. The grounds in front are planted with fruit and ornamental trees, and are laid out with much taste. The whole farm, indeed, presents a park-like appearance, and is very attractive. In the school rooms are two large globes, terrestrial and celestial, a good supply of maps, Boyd's objects, a chemical cabinet, a library of more than 200 vols, apparatus for illustrating scientific pictures by means of magic lantern, etc., consulting dictionaries, a copy of the *Encyclopedia Britannica*, and periodicals such as "*The Sunday at Home*," "*Leisure Hour*," "*Boys Own Book*," "*Girls Own Book*," "*Picturesque Canada*," etc. There is a clock in each school room, and slate blackboards. The senior class is prepared for the Entrance Examination. The principal teacher is Miss Watson, who holds a second-class Provincial certificate and also matriculated with honors in Toronto University; the assistant is Miss Jessie Osborne, a great grand-daughter of "Theyendenaga." The New England Company has recently established ten scholarships (value \$10 each), five for boys and five for girls, to be chosen from those who shall have passed the entrance examination. These scholarships are in the Brantford Collegiate Institute, the scholars while attending classes in Brantford, boarding and lodging at the Institute and receiving their clothes free, the Company paying for all.

Last year eight passed the entrance examination, one, Willis Tobias, standing third in a list of 75 candidates. One of the old pupils, Miss Hardy, has just written for a third, and second-class non-professional certificate. A record is kept by the superin-

tendent of the conduct of all who leave the Institution for four years after their departure, and the result is sent to the Company. The widow of the late Venerable Archdeacon Nelles has donated a silver medal, to be known as "Archdeacon Nelles' Medal," to be given annually to the pupil, from the Institution, who shall have obtained the highest number of marks at the entrance examination.

Music and scripture history are taught very thoroughly in all the classes. There are two organs for the use of pupils, one in each school room. I submitted printed papers prepared by myself to the senior school; they were in arithmetic, grammar, geography, history, literature and spelling; and the superintendent, the Rev. Robert Ashton, prepared a paper in Scripture. The result of the examination was, on the whole, satisfactory. I think there can be no doubt that the Institution is doing an excellent work.

I think it is advisable, as far as possible, to employ Indian teachers on the reserve: they know the children of their own people best and are best fitted to instruct them with advantage. There is not now a duly qualified white teacher in Tuscarora; and, in my opinion, only such as are qualified should be permitted to teach there, if the schools are to make any progress.

I notice a decided improvement since last year, and I consider it quite possible that in time, these schools may be on a par with the public schools of the County.

July, 1885.

W. S. CLENDENING, ESQ. INSPECTOR, EAST BRUCE.

Indian Schools on the Saugeen and Cape Croker Reserves.

Saugeen.—There are 3 schools, known as Indian Village, French Bay, and Scotch Settlement.

I visited them April 23rd, 24th, and May 29th; also November 18th and 19th.

The teachers are 1 female, 2 males; 2 have Third Class standing, one, an Indian, a little below Entrance; each receives \$300 per annum, and the male teachers a dwelling house in addition.

The Indian Village school is under the control of the Methodist Church; its teacher has a Third Class certificate; it is a frame building, and this year it was moved and placed on a proper site, blinds provided for the windows, and a privy added. The other school houses are good brick structures, with good frame teacher's residence attached.

Cape Croker.—There are also 3 schools known as Cape Croker, Sydney Bay, and Port Elgin; they were visited May 21st and 23rd; also October 28th and 29th.

There are two male teachers, one female. The male teachers are Indians. The lady has passed the Entrance Examination; one of the Indians a few marks below Entrance, the other quite inferior, but his services have been dispensed with, and a female, also of the Indian race, employed instead. One teacher receives \$300, the other two, \$250 each. Your Inspector would respectfully recommend that the salaries at Cape Croker and Sydney Bay be advanced to \$300. The teachers are worthy and should be on a par with those of Port Elgin and the Saugeen Reserve Schools.

One building is brick, one is frame, and the other an inferior log, but this will soon be discarded. A new site has been selected contiguous to the old one, and improvements made thereon.

A new Indian Agent has been appointed this year on each reserve. Mr. Jermyn, of Cape Croker, deserves particular mention for the interest he has manifested in the schools under his charge. Since his appointment, a pail, tins, broom, shovel, tablets, and privy have been provided for each school, the desks repaired at Sydney Bay, and two drains dug to preserve the foundation.

With the exception of the man who has been removed, the teachers have done intelligent work with much earnestness, and also exerted a good moral influence.

Your Inspector was much pleased to find more attention was given to thoroughness. Last year pupils were found in classes for which they were not at all prepared, but this evil is being steadily corrected.

The school houses, except the log one, are provided with suitable desks, and the supply of school requisites in all the schools is good, and on the Cape Croker Reserve decidedly good.

The attendance is not large in any of the schools, and the influence of the teacher is lessened considerably more by irregularity than is the case in Public Schools.

This year more time was spent by the Inspector in teaching classes than in examination.

December, 1885.

THOS. GORDON, ESQ., INSPECTOR, WEST GREY.

Indian Schools, Cape Croker and Port Elgin.

On the 21st and 22nd of May, 1884, I visited the Indian schools at Cape Croker, but my notes respecting them got astray, and in consequence I was unable to make my report. These notes having now turned up enable me, although at so late a period, to give my impressions with respect to the schools in question; they are three in number, *No. 1 being Cape Croker Village School; No. 2, Sidney Bay School; and No. 3, Port Elgin School.* The first school visited was that of No. 2, Sidney Bay; the teacher was a white man, named David Craddock; he had no certificate of qualification beyond an old permit from the County of Grey. I informed him that he must qualify himself to continue as teacher by at least passing the High School Entrance Examination to be held in July following. He promised to attend such examination in Owen Sound, and did present himself thereat, but, having been attacked by illness before the commencement of the examination, he did not write. He afterwards sent me a medical certificate verifying the fact of his sickness, but I have not seen him since, and as the schools are now inspected by Mr. Clendening of East Bruce, I do not know anything further about him.

On the afternoon of the 21st of May there were thirteen pupils present in the Sidney Bay School, who were classified as follows:—First part of 1st book, 3; second part of 1st book, 2; 2nd book, 4; 3rd book, 2. The school house is a stone building, and recently erected; it was comfortably seated for twenty pupils, but was not very well equipped otherwise; it contained a small map of the Dominion of Canada, but was deficient in other maps, in a blackboard, in tablets, in a numerical frame and in registers. The reading of the pupils from the Ontario readers was fair, but they could not give the meaning of words, or explain the sense of passages read. They were able to give definitions in geography fairly well, but they lacked in Arithmetic. The senior divisions of the school wrote tolerably well, and their written spelling from dictation was of at least average quality. The teacher was evidently doing a reasonable amount of useful work in the school. He was able to speak both Indian and English.

On the forenoon of the 22nd of May I inspected the Cape Croker village school, taught by Miss Isabella McIvor; she held a certificate of qualification, but in July she passed the High School Entrance Examination at Owen Sound. There were twenty-four pupils present in this school, namely: First part of first book, 8; 2nd part of 1st book, 11; 2nd book, 4; 3rd book, 1. The reading done by these children was generally in so low a tone as to be scarcely audible; they could not render meanings in English, (except the Glazier white girls) and their oral spelling was inferior. In Geography, the pupils in the 3rd and 2nd books had learned, to some considerable extent, the definitions, but very little beyond; they could generally write their names intelligibly. Arithmetic was a weak point with them. This school house is a frame structure, of ample dimensions; it contained 12 desks for 2 pupils each, and 12 single desks affording accommodation of this kind for 36 pupils. The supply of books was scanty, and those in use were in a bad condition. The teacher

complained that parents show no willingness to supply new ones. This school requires a better supply of maps, those in use being on too small a scale; it is also in need of a blackboard, a calculator and registers. The teacher suggested that each Indian school should be supplied with an English and Indian dictionary, such as I understand is in use in the Shingwauk Home at Sault St. Marie. A few Indian heads of families were present at the inspection; they appeared to be interested in the proceedings, and some of them expressed themselves as being pleased that their schools were to be regularly inspected for the future.

On the afternoon of this day I visited No. 3, called the *Port Elgin School*, taught by Mr. Peter Elliott, an Indian. He had no certificate of qualification, and was untidy and rather uncleanly in his person. He promised to attend the High School Entrance Examination at Owen Sound in July, but did not put in an appearance, although he was in town. He informed me that he had been a teacher in Indian schools for nearly seven years; that he commenced here in August, 1883; and that he teaches English principally.

Chief Macgregor, the Secretary of the Band of Indians on this reserve, and two other Indians, accompanied me to the school, which is over three miles from the Village of Cape Croker. I found the presence of Chief Macgregor of service to me, as when I was taking down the names of the children present he noticed that in some cases the teacher was giving tribal names instead of the patronymics of the pupils, and acquainted me with the fact. If it be desired that the children in these schools shall learn English, I do not think that the employment of Indian teachers is expedient, for, in addition to the circumstance to which my attention was drawn by Chief Macgregor, I observed that when Mr. Elliott found any difficulty in explaining a meaning in English he resorted to the Indian vernacular, and failed to use such an English form of speech or illustration as would be calculated to reach the comprehension of an Indian child just beginning to obtain some knowledge of the English tongue.

The number of children present in this school was 18, as follows:—In 1st part of 1st book, 5; in 2nd part of 1st book, 10; in 3rd book, 3. The reading was fair; oral spelling was only middling; meanings were almost *nil*; arithmetic was but poor; writing was passable. The school house is an old log building, boarded outside, and ceiled with boards inside. The desks are of the old-fashioned kind, ranged along the wall on either side, and the light from the windows strikes full in the face of many pupils. The seats are long benches. This style of accommodation is so inconvenient that it should be changed at once so as to conform to more modern ideas. The blackboard in use was in tolerably good condition. The supply of books was better than in either of the other schools. Tablet lessons and maps of the world, of Ontario, and of the Dominion were hung on the walls. The map of the Dominion was on much too small a scale, as was the case in both the other schools.

A number of the people belonging to the reserve with whom I talked appeared solicitous that their children should acquire a sufficient knowledge of English to enable them to communicate with English-speaking people without difficulty; these were for the most part apparently of the better doing and more provident class, whose houses and fenced lands showed that they have some appreciation of the advantages of a settled mode of life; and it is to be hoped that their example will exercise a beneficial influence upon those to whom old habits and traditions cling more tenaciously.

April, 1885.

JOHN JOHNSTON, ESQ., INSPECTOR, SOUTH HASTINGS.

Indian Schools, Mohawk Reserve.

The four schools in the Reserve were examined by me twice during the year in company with the Indian Agent, Mr. Matthew Hill.

Western Mohawk School was inspected in the forenoon of June 29th. There were 18 children present; the order and attention good; there were 7 in first-class, 7 in

second, and 4 in third; they were examined in reading, spelling, writing, arithmetic and geography. Mrs. Claus, the teacher, is a Mohawk, and formerly taught the Mission School in the north-eastern part of the Reserve; she has been a faithful and efficient teacher, but through ill health she intends to give up at the Midsummer holidays.

This school was again examined in the forenoon of October 27th, in the presence of the Agent. There were 14 present; good order and attention; the house clean, and scholars comfortable and well clothed. There were 4 in Part First, and in all the subjects they acquitted themselves fairly; one in Part Second, five in Second Book, and four in Third. They were examined in reading, spelling, writing, arithmetic, geography, language, and mental arithmetic. The result of the examination showed a marked improvement, and I am satisfied from the experience and energy of the teacher that she will soon have an efficient school. Martha Waterbury, the teacher, is a young woman of some experience, having been employed in the Deseronto School for some time, and has been trained in a County Model School.

A map of the world is required, and Mr. Hill promised to supply the school with one at once. The school house, though a new one, needs some repairing, but the Agent informed me that this would be done before the winter, and in a short time the ground would be fenced as the law requires.

No. 3 was examined June 4th, a full half-day being spent in the examination of the classes.

This school is now in charge of an experienced teacher who has taught for some years; there were 43 present; the order and attention good. They were examined in reading, spelling, writing, arithmetic, geography, grammar and language, and mental arithmetic. I was much pleased with the work of the pupils, which showed that they had been thoroughly and thoughtfully taught in all the subjects mentioned.

This school was again inspected Oct. 27th, in the afternoon, with Mr. Hill, the Agent. There were 30 present, in charge of the same teacher, Miss Susan Loveless. There were 7 in Part First, 7 in Part Second, 8 in Second, 7 in Third and 1 in Fourth Class.

They were examined in all the subjects, and the result was very satisfactory to myself and Mr. Hill. The school house is a comfortable frame building, well seated and furnished with maps and blackboard.

No. 25 was examined in company with Mr. Hill. We found 27 scholars present—17 in Part First, 5 in Part Second, 4 in Second and 1 in Third Book. They were examined in all the usual subjects. We were pleased with the examination. School house neat and clean, and well furnished with all the requisites.

It was again inspected Oct. 28th, in the presence of the Agent, Mr. Hill. Order and attention good. The same teacher, Miss Anne Hicks, is doing all she can to teach thoroughly and well.

Mission School, taught by Miss McCullough was examined June 29th: 31 scholars present. The teacher has no certificate and never attended a Model School. The scholars are poorly taught, and the school on the whole in a state of miserable efficiency.

Again examined October 28th, when 14 children were present. The result of the examination was anything but satisfactory. The school-house is on an excellent site, and is a very comfortable building, well furnished with all the necessary maps.

A teacher trained in the Model School, and holding the necessary qualifications, has been engaged for 1886. I induced the Chief, Sampson Green, to do this. The other schools are now in charge of qualified and trained instructors.

The matter of selecting teachers has been left to me and the Indian Agent. I am glad to be able to report such marked progress in three of the schools, and hope to be able to report greater efficiency for 1886.

Mr. Hill, the Agent, has rendered me much assistance and is thoroughly alive to the importance of securing qualified and good teachers for the four schools on the Reserve.

There are 976 Mohawks and 17,000 acres of land in the Reserve.

December, 1885.

E. B. HARRISON, ESQ., INSPECTOR, EAST KENT.

Moravian Indian Reserve.

School House and Furniture.—The school house, frame, 22 ft. by 25 ft., nearly new, is in good repair in all respects, but the floors were not very clean; it is well equipped and furnished, and all the furniture and apparatus were in good order and repair.

School Grounds.—The yard is surrounded by a good board fence, within which stands also a meeting house, and a log building erected for a teacher's residence; the latter occupied by an Indian family, who rent it, the teacher's family living at Bothwell, six miles distant, to which place he drives daily. There are no trees planted within the school grounds, but it is surrounded by primitive woods. The extent of school accommodation is quite adequate to the number of children in the settlement.

Standing of Pupils.—The pupils are not up to the average of those in the same classes in the county schools; but considering that they are being taught in a language foreign to them, their advancement is quite satisfactory.

There were four classes represented; two in First Reader, one in Second Reader, and one in Third Reader; the several classes read and spell fairly well, but with an Indian accent. In arithmetic and writing they are somewhat deficient, all things considered, but their teacher promises to give these subjects more attention. They sing "by ear," the teacher singing for them as a pattern; they get the air fairly, but as each sings in a different key, the result is not music to anyone but themselves. There are about 50 children of school age in the settlement; the average attendance is about 26. On the occasion of my visit there were eleven boys and eight girls present, but three of the boys were whites from an adjoining section; ages from five to thirteen.

Order and Discipline.—The order and discipline were very good, all seeming to render a cheerful obedience to the teacher.

The Teacher.—Mr. D. Edwards is in charge of the school. His certificate "expired" some years ago, but owing to the difficulty in getting another person to take his place he has been allowed to teach without a certificate. I would suggest that he be granted a temporary certificate from year to year, and allowed to continue here while he performs his duties efficiently. His salary is \$350 per annum.

Chief Louis and another member of the Council were present during the afternoon. They promised to see that the school should be cleaned.

December, 1885.

C. A. BARNES, ESQ., INSPECTOR, EAST LAMBTON.

Indian Schools at Kettle and Stoney Points.

Kettle Point.

Teacher.—Mr. F. Pollock.

Qualifications.—Intermediate and Certificate from London Business College.

He has had no training as a teacher, and hence labors at a great disadvantage. If some plan could be devised whereby the teachers in charge of these schools could have the advantages of our County Model School training, it would aid them very much in the discharge of their duties.

Schoolhouse; equipment, etc.—The building is very good, and the change made in seating it is a very great improvement.

At the time of my visit I found the books much worn, with a lack of slates, pencils, pens and ink, but I have since been informed by Mr. English, the Indian Agent, that these requisites have been supplied.

The stove is at present in a very dangerous condition, and will require to be replaced by a new one before the autumn term begins.

Attendance, etc.—The attendance is very irregular, there being only *five* present at the time of my visit ; but since then the number has increased to some 15 or 16 pupils.

Standing of Pupils.—There were three present in 1st Book Class, and two in 3rd Class.

The writing is very good ; spelling and arithmetic, fair.

The work in arithmetic is of the most elementary kind.

Reading is monotonous, with indistinct utterance.

I am convinced that little progress will be made, unless some plan can be adopted to secure a more regular and constant attendance.

Stoney Point.

This school was closed at the time of my visit, in the month of April, having been closed on the last of March, on account of the small number of pupils.

The school while open, was kept in the church, but the location is very unsuitable ; and, if removed to another locality, I am informed, a school of from ten to fifteen could be maintained.

The Indians wish to build another school house, and have already got 1,900 feet of lumber at the mill ; but the proprietor of the mill refuses to let the lumber go without some security for payment.

They will I believe, make their own shingles.

I think something should be done to place this school in proper condition, and under the control of an energetic teacher.

I would be quite willing to accompany the Indian Agent, either before July 1st or after the midsummer vacation, to see what steps could be taken to put the school in operation again.

I beg to suggest, that if a meeting of all those school inspectors who have Indian schools under their control be held for the discussion of the Indian school problem, good results might follow.

June, 1885.

JOHN BREBNER, ESQ., INSPECTOR, WEST LAMBTON.

Indian Schools on Walpole Island and Sarnia Reserve.

NO. 1, WALPOLE ISLAND.—Rev. Wm. Stout, teacher. I visited this school on the 13th of May, and found seven boys and three girls (Indians) and four boys and five girls (whites) present. Three of the white children being members of Mr. Stout's family, and the others children of the saw mill hands.

First Primer, five boys and one girl ; reading, not good ; no spelling ; writing, good. A white boy in this class did no better than the Indians.

Second Primer, none.

Second Book, four Indians and three whites (Indians, two girls and two boys). Indians still read indistinctly, but better than last visit ; spelling, good ; arithmetic (addition and subtraction), correct, but multiplication poorly done ; writing, very good, but only on slates.

The other classes are composed of white children, and third class one girl ; reading, good ; spelling very good, and writing good.

Fourth Class, three girls, one boy ; reading, middling ; spelling, good ; meanings and roots, middling ; grammar, good ; writing, good.

Mr. Stout holds a First Class Provincial Certificate, but cannot explain in Indian, hence the pupils do not take the interest in lessons which is seen in schools taught by Indian teachers, and know very little.

School supplies are much needed ; Indians have not necessary books, slates, pens, pencils ; all writing on slates.

No. 2. WALPOLE ISLAND.—I visited May 13th, a.m.; William Peters (Indian), teacher. Fifteen boys and twenty-one girls were present.

In First Primer, nine boys and seventeen girls, of whom six boys and eight girls had attended only a few days and could not read, but were kept employed on slates. Three boys and nine girls; reading, middling; no spelling; writing very good for such pupils.

Second Primer, three boys and one girl; reading, fair; spelling, very good; writing, very good; and printing well done; geography, fair.

Second Book, three boys, two girls; reading, fair, but still indistinct (teeth kept too close); spelling, very good; arithmetic, fair (written better than mental); writing, very good.

Third Class, one girl; reading, bad, very indistinct, knows meanings well; spelling, fair; writing, very good; geography, bad; but arithmetic good as far as page 39 of text-book.

In this school several had no reading books. I can see improvement in some of the pupils, but the best have gone away to "institutes."

Mr. Peters wrote at the Entrance Examination on 2nd and 3rd instant, and did good work in arithmetic, reading and spelling, but found the other subjects too difficult. His ability to explain in Indian gives him a great advantage in his work, which he does well.

This and other reports were detained, as I hoped to have two Indians try the entrance examination.

SARNIA RESERVE.—John J. Nuliken (Indian), teacher. I visited the school on the 11th of May, p.m., and found seven boys and ten girls present. Two had just begun to attend, and could scarcely name a letter. Two boys and two girls were reading in the First Primer; reading, only middling (indistinct); spelling and writing, fair.

Second Primer Class, two girls; reading, fair; spelling, not quite so good; writing, very good; and arithmetic, middling (addition, no carrying).

Second Book Class, five girls and two boys; reading, middling; spelling, good; writing on slates, very good; arithmetic, all correctly done.

Third Book Class, one girl (14), one boy (12); reading, not very good (indistinct); writing, very good indeed; arithmetic (multiplication and division), all correctly done. The following among other examples:—How many pounds of rice can be bought for 3,672 cents if one pound costs 6 cents? If 7 yards of cloth cost \$6.37, what will one yard cost?

The attendance has been lessened by pupils leaving for Mount Elgin and Shingwauk Institutes. Could the children be got to attend regularly and to speak out distinctly, good work would be done. I know some of the children from this reserve who can hold their place in public schools with white children; indeed, one little lad in the second class of S. S. No. 14, Moore, held the first place in his class on several of my visits.

July, 1885.

Visited *No. 1 Walpole Island*, on September 30th; Rev. Wm. Scott teacher; and found thirteen Indian and four white pupils present—three of the latter being the teacher's children.

The effect of the teacher's inability to speak the Indian language is seen in all the work attempted by the pupils.

At this visit I examined three men who would like to teach, viz.:—John Kiyoshk, Andrew Jacobs and Peter Thomas. Mr. Jacobs has taught both on the island and on the Sarnia Reserve, but I found him unable to work the simplest problems in arithmetic: Mr. Thomas did the best work in all the subjects, but about two weeks afterwards, Mr. McKelver sent Mr. Joseph Noddie to be examined; I found him to be a better scholar than Mr. Thomas, and he is now teaching No. 1. All these men are Indians.

First Part, First Book.—Four boys, two girls. Reading fair, know the letters, can count up to ten, can write the letters.

Second Part, First Book.—Three boys, one girl. Read well, spell fairly, writing fair, arithmetic not so well done as I should like to see.

Second Class.—Two boys and one girl. Reading good but still indistinct, spelling not very good, writing fair, arithmetic good.

White Children. Third Class.—One girl. Reading good, spelling very good.

Fourth Class.—Two girls, one boy. Reading good, spelling only middling, grammar good.

I visited *No. 2 Walpole Island*, on September 30th.—A. M. Williams, Indian teacher : 16 boys and 18 girls present,

First Part, First Book.—Four boys, three girls. Reading fair, spelling (on cards) not so good, no writing (slates and pencils wanted).

“ “ Eight girls, three boys. Reading fair, spelling (on cards) good ; wrote very little, but well.

“ “ Three girls. Reading good but indistinct, spelling not good, writing very good, can count some.

Second Part, First Book.—Two boys, one girl. Reading fair, girl's very indistinct, spelling, girl's good, boys' poor, mental arithmetic not good.

“ “ Five boys, one girl. Reading good, much more distinct, spelling (oral) every word spelled correctly, writing very good, arithmetic only fair.

Second Class.—Two boys. Reading not distinct, teeth still kept too close when speaking, spelling good, writing good, arithmetic also good. The class knows something of what is read, but does not understand what I say well yet.

Third Class.—Two girls. Reading fair, still indistinct, but much better than formerly ; pupils have more confidence ; spelling (written), fourteen words, of which one missed “confederation” and the other “advantages” ; arithmetic (multiplication and division) middling ; geography, only definitions ; cannot write a letter yet.

I think fair work is being done in this school ; the children look as happy and earnest as the white children in most of our schools.

The *Sarnia Reserve* school was visited on October 26th, but owing to the recent vaccination of teacher and pupils, I found it closed. From the same cause I was too ill to visit it again till November 30th ; hence the lateness of this report. Mr. John Milliken, Indian, is still teaching.

There were thirteen boys and eight girls present. I noticed that the school had been closed several times for holiday purposes.

Part First, First Book.—Two boys and two girls just admitted ; had done nothing except look at alphabet card.

“ “ Three boys. Reading fair, spelling middling, but they could not or would not count up to four.

“ “ Three girls, one boy. Reading good, spelling fair, writing good, no arithmetic.

Second Part, First Book.—One boy. Reading fair but indistinct, spelling fair, arithmetic middling, writing good.

Second Class.—Five boys, three girls. Reading indistinct, spelling middling, arithmetic fair (multiplication by 6, 12 and 73), writing good.

Third Class.—One boy. Reading good but indistinct, spelling good, no geography, a little grammar, letter writing not so good as I would like to see, arithmetic fair.

The best scholar in the school was absent.

December, 1885.

JOHN DEARNESS, ESQ., INSPECTOR, EAST MIDDLESEX.

Indian Schools, Oneida Reservation.

The teachers are the same as at my two preceding visits ; they have adopted and are carrying out most of the suggestions I made at former visits as to the method and matter of teaching.

Oneida No. 1, Miss Mary A. Beattie, teacher (white). The seating accommodation has been increased, but the desks have not been nailed to the floor. There are only eight slates in the school. A globe and map of the Dominion of Canada are needed. The pupils are making satisfactory progress in learning to speak and write the English language.

Oneida School No. 2, John T. Schuyler, teacher (Indian). Mr. Gordon, Indian Agent, Rev. Mr. Smith, missionary, Miss Beattie, and Mr. Sickles, teachers, present. The limited seating accommodation in this school has been improved by a re-arrangement of the desks. Mr. Schuyler taught better than at my former visit. Some of his pupils answered very creditably in the exercise on English. He is a good writer, and a few of his pupils show the ability and desire to imitate his penmanship.

Oneida School No. 3, Elijah Sickles, teacher (Indian). Mr. Gordon and Miss Beattie present. No "advanced" pupils present this time : they leave to go to the Institutions at Brantford or Muncey as soon as they are qualified to pass the examination for admission ; five have thus left since my preceding visit. Progress in the English language satisfactory. The people here are discouraged about the balance of debt on their school house ; I would be glad to see the Department supplement local effort to remove the debt. Mr. Sickles wrote again at the H. S. Entrance Examination, and came within seven per cent. of the total number of marks necessary to pass ; he shows the most determination of any of the teachers on the Reserve to come up to the requirements of the Department in regard to certificates.

ATTENDANCE.

| | No. of Names on Register. | Largest attendance this year up to date of visit. | Present at time of visit. |
|--------------------|---------------------------|---|---------------------------|
| School No. 1 | 33 | 28 | 19 |
| do No. 2 | 35 | 27 | 18 |
| do No. 3 | 30 | 22 | 16 |

All the school houses were clean and comfortably heated.

While these schools are doing considerable work and improving in method, yet they still fall far short of what might be accomplished with trained instruction, a more regular attendance of pupils, and better equipment. The benefits the teachers have received from the interchange of visits show how much might be expected from a two or or three weeks' institute. But no matter how efficient the teachers become, unless a more regular attendance of the pupils can be secured, the schools will be nearly worthless to the majority. Perhaps giving a small reward to the parents for every child who attends a certain number of days in the year—say 150—would help to remedy the irregularity of attendance.

August, 1885.

J. S. CARSON, ESQ., INSPECTOR WEST MIDDLESEX.

Indian School, Mount Elgin.

The *Mount Elgin Institution* was visited on the 12th day of June. New desks of approved pattern have replaced those condemned in a former report. The school room is neat and clean. A good blackboard is required, also some maps and a large numeral frame.

Fourteen girls and twenty-one boys were studying; ten boys and nine girls were at work on the farm or in the Institution. The studies and work are alternated, four days of the week being devoted to the former, two to the latter. There are three classes, corresponding almost to the 2nd, 3rd, and 4th classes in our Public Schools. At the Christmas examinations in 1884, several passed to a High School.

The pupils are healthy looking and tidy in appearance, and about the size and age of those attending our High Schools.

Mr. Whiting, the present teacher, has been more successful than many of his predecessors. I am of opinion he works very hard, and conscientiously endeavors to discharge duties that require rare attainments of both head and heart. He withdraws his services at vacation to enter the ministry, consequently another teacher is being sought. I hope an excellent man may be secured.

I was shown through some of the rooms, and found them scrupulously clean. In this connection I urgently request that the Institution be repainted. It is sadly in need of this, and the cost is trifling compared with the cheerful effect it would have on the pupils.

I am convinced the work done on the farm and in the Institution is based on a correct principle, and that it must have a powerful influence in stimulating the Indians to greater exertion on their farms and in their homes. Boys and girls trained here go back to the reserves with improved characters, and an increased knowledge of farming, handiwork, and housekeeping; they should succeed in teaching those among whom they dwell, a great deal that makes life happy and progressive. In view of such circumstances, I would advise that as many as possible get their training here; in fact, present accommodation would suit sixty instead of fifty children. An increase of ten would add much to the usefulness of the training, of course. I know nothing of the reasons that might be urged against such a step; at the same time they ought to be strong if sufficient to counter-balance the benefits.

In *Mr. Fisher's School* I found 21 pupils, most of them reading in the first book. The pupils of this class are advancing in their use of the English tongue. Reading, spelling, writing, and arithmetic are taught. Some progress in these subjects is being made.

Mr. John Henry's School needs whitewashing. It is not as clean as it should be. Many of the children come late. The children are very slowly gaining the use of English words.

Miss Scott's School had only four pupils, three in the First Book and one in the Second. I may add that this is a nice log building pleasantly situated.

In *Lower Munceey* a new school house has been provided. It is almost ready for occupation, and will be comfortable compared with the hovel formerly used for a school room.

For these schools a better attendance and improved teachings are required. The teachers are to spend some time under my guidance in the Public Schools witnessing elementary teaching.

June, 1885.

E. SCARLETT, ESQ., INSPECTOR, COUNTY OF NORTHUMBERLAND.

Indian School, Alderville.

I first visited the school in the Indian village, of Alderville, Township of Alnwick, the last week in June, 1884.

There are about forty-five children of school age in the village. Average attendance about twenty-two.

June, 1885.

My second visit was made on the 17th of December. There are about 50 Indian children of school age in this village, 40 of whom are entered on the school register: unfortunately they are strongly imbued with the besetting vice of their white neighbors—irregularity of attendance at school.

The school house is a substantial brick building, commodious and fairly fitted up, having a play ground of about half an acre.

This school, as you are aware, is under the management of the Canada Methodist Conference. The children both speak and understand the English language fairly well. The effect of the powerful work done in the civilization of this tribe of Aborigines by the Reverend Mr. Case and his noble and self-sacrificing band of teachers lives after them. What an encouragement to the true teacher—grudgingly paid a scanty salary—to know that the good he does will live after him and that his work will follow him to his long rest.

Unfortunately the Manual Labor School, commenced under the missionary genius of Mr. Case, soon ceased after he was called to his reward; the day school has still continued, but not under teachers endowed with that enthusiasm and love of doing good which so eminently characterized the originator and first teachers. The mantle of good Father Case missed falling on his successors. However, I think that a day for good has dawned upon this “Noble Race of the Red Man.” Upon my last visit to this school I found it in charge of a young Indian teacher, the son of the Reverend Allen Salt, who himself has been very successful both as a teacher and a preacher among his red brethren. It will be remembered that Allen Salt was trained, I think, in the Normal School, Toronto, in 1848, under that prince of teachers, the late lamented Jaffray Robertson.

The present Indian Agent, John Thackery, is doing all in his power to forward the best interests of this school, and from his kindly disposition, gentlemanly bearing and high sense of honor, is the right man in the right place.

December, 1885.

JAMES MCBRIEN, ESQ., INSPECTOR, COUNTY OF ONTARIO.

Indian School, Township of Rama.

Since my last visit to the Indian school in Rama a new frame school house has been erected; it is commodious, well lighted, heated and ventilated, and well equipped with blackboards, tablets and books. The first and second parts of the new Ontario Readers are used. It is the purpose of the teacher to introduce the other Readers of the new series as soon as they are published. In drawing and writing, the pupils excel, as they have great aptitude for these subjects; they read with a very fair degree of intelligence; they are taught spelling according to the most approved methods, and are fairly proficient.

The Indian appears to be almost minus the abstract faculty, hence it requires great tact and ingenuity to lead him into a knowledge of numbers; they are very weak in both mental and written arithmetic.

Miss Williams, the present teacher, has a deep insight into the Indian character ; and, therefore, she manages and governs them with ease, pleasure and success.

As the supply of maps is defective, I would most respectfully recommend the Department to supply them with maps of Europe, Asia, Africa and America. A large artificial Globe is also needed.

March, 1885.

J. C. BROWN, ESQ., INSPECTOR, COUNTY OF PETERBORO'.

Indian School, Mud Lake.

On March the 3rd I visited the Mud Lake Indian School, and obtained the following particulars regarding this institution :

The expenses of the Mission are defrayed by an English company. The company owns 2,000 acres of land, on which the Indians live. The Mission House is a comfortable one, of brick : the school room is a frame, of moderate dimensions : there are about 30 families, numbering in all about 200 persons, of whom 60 are of school age. The children attending school are provided with a dinner at the Mission House. The Rev. Edward Roberts is Superintendent of the Mission ; the teacher of the school is an Indian ; there are few of the scholars fit for the Third Book ; the children sing remarkably well in their parts, and of course the great difficulty is that the children, in ordinary, use their own language ; and in study, English.

I shall have occasion to visit this school again in a short time, and thereafter be able to transmit to you more definite and extended information. A map of the world and one of Canada, also an eight-inch globe, would be of great service to the school.

March, 1885.

P. J. SCOTT, ESQ. INSPECTOR, COUNTY OF RENFREW

Indian School, Golden Lake.

I visited this school on the 11th November last, and found that the school house had been very much improved since my previous visit, so that it is now a comfortable and suitable building, with very fair pupils' desks and seats, a teacher's desk and a black board.

There were 16 names on the register, to wit :—6 boys and 10 girls.

I found eight pupils present, classified thus :—one in Fourth Book ; two in Second Book ; two in Primer, Part Second ; and three in Primer, Part First.

Fourth Book.—One boy reads fluently, though his enunciation is slightly indistinct and monotonous ; understands well the meaning of what he is reading, works reduction accurately, knows a little geography, writes well.

Second Book.—Two girls read rapidly, but say the words very indistinctly and run them together ; write on slates, learn multiplication tables, and a little notation ; have not been taught to count or add.

Primer, Part Two.—Read and spell, learning to make the letters on slates, do nothing in arithmetic.

Primer, Part First.—Learning the letters ; no slates. The teacher promised to obtain slates for them at once.

Except the boy in the Fourth Book, no pupil in the school understood any English beyond recognizing the words of command used in the school, and the names of objects in the school, as "desk," "book," etc. They do not know the English names of anything about their homes, or the names of the commonest English herbs.

I spoke to the teacher very fully of the necessity of instructing the pupils to *speak* English, by having regular and frequent speaking lessons; and also of the necessity of learning enough of the Indian language herself to enable her to make the little ones understand what she told them.

Notwithstanding the many and grave defects only too apparent in this school, I must nevertheless admit, that there has evidently been an effort, and with some slight success, at improvement on the state of things found at my previous visit.

The real want of the school is a skilled teacher, who to be really competent should know both languages. I am not aware, however, that a *teacher* possessed of these qualifications can be had; and failing such a one, an intelligent qualified teacher, with proper professional training, is the only person from whom any substantial improvement can be expected. A person of this description would, I am satisfied, soon make a marked change in the school. But if the Department wants a competent teacher, it must be prepared to pay an adequate salary. I do not think that less than \$350 would induce any qualified teacher to go there; and if the Department is prepared to expend that amount for the education of the children on the Reserve, I would suggest that it authorize Mr. Paul, the Indian agent, to advertize for a duly qualified Third Class teacher for the school, stating the salary.

It is practically trifling with the matter to offer a salary of \$150, and expect efficient service.

If the Department is not prepared to increase the salary, I would advise that the present incumbent be continued, as I do not think a better can be got for the amount offered.

December, 1885.

A. McNAUGHTON, ESQ., INSPECTOR, COUNTY STORMONT.

Indian School, Cornwall Island.

I visited the Indian school on Cornwall Island in connection with the Methodist Church, on the 21st day of September, 1885.

The school was under the charge of Mr. Louis Benedict, formerly a pupil of the Brantford Institution.

The number of pupils present was ten, of whom eight were Indians and two whites. There were four maps and some tablets for reading lessons.

There were good desks, sufficient for the number of pupils in ordinary attendance.

Four of the pupils were learning the alphabet, and counting in English, up to ten.

Two were reading in the First Book, counting and adding.

Three were reading in the Second Book, writing, and learning the multiplication table, and working in the simple rules as far as multiplication.

One was reading in the Third Book, working in the simple rules of arithmetic, and learning geography.

The pupils appeared to make fair progress.

I visited the Roman Catholic school for Indians on Cornwall Island, on the 28th day of October, 1885.

I find it difficult to hit upon a suitable time for inspecting this school, as there are so many inducements for the children to absent themselves. In summer, berry picking causes many to stay away; and in the fall, the gathering of hickory nuts interferes with the attendance. My visit on this occasion happened to be in the nut gathering season, and my previous visit was made during the berry picking season, so that I failed to find a fair attendance at either visit.

The number present at my last visit was two ; one of whom was in the First Reading Class, and the other in the Third ; they were learning the usual studies adapted to such classes, but from the very small attendance I was unable to form any opinion as to the progress of the school.

The teacher does not possess a knowledge of the Indian language, but the pupils understand a little English, so that she can make herself understood.

December, 1885.

PETER MACLEAN, ESQ., INSPECTOR OF ALGOMA AND PARRY SOUND DISTRICTS.

Indian Schools, Algoma and Parry Sound.

Hodgins' School.—I visited this school on the Shawanaga Reserve, about 22 miles west of Parry Sound Village, on the 25th of February, 1885. The teacher is Miss Christina John, an Indian woman, who speaks good English, but a different Indian dialect from that spoken on the Reserve, consequently her teaching has to be conducted entirely in English. She holds a certificate for Indian schools, obtained from the District Board of Examiners. The number of pupils enrolled was 17, of whom 11 were present, classified as follows :—First Reader, 6 ; Second Reader, 5. I examined them in reading, spelling, writing and arithmetic. They appeared to know most of the words at sight, which they repeated mechanically, with a sort of chopping accent peculiar to Indians. Their knowledge of the meanings of the words used is almost *nil*. The spelling and writing were excellent, being much better than I frequently obtain from whites in similar classes. They could execute simple mechanical work in the first three rules of Arithmetic on the blackboard and on slates very cleverly.

The school-house is an excellent hewed log building, and is kept very clean, neat and tidy. The parents seem to take quite an interest in the school, about twenty of them being present at my visit, both men and women. At the close I made a short address to the children and parents, which was interpreted by the Chief, Mr. Solomon James.

Ryer-on School.—This school is situated on Parry Island, about two miles from Parry Sound. The teacher is Miss Amelia Chechock, an Indian woman, who holds a certificate from the District Board. I visited this school twice during the winter, but the teacher was unfortunately absent on both occasions.

Sheguianulah.—I visited this school on the 2nd of June, and found that 25 pupils were enrolled, of whom 11 were present, classified as follows : First Reader, Part I., 3 ; Part II., 5 ; Second Reader, 1 ; Third Reader, 2. The children in the second and third classes read fairly well, but understood nothing of the meanings of the words they used : the writing was very good, and the spelling fair. The pupils are not very tidy, and appeared to have been allowed too much of their own way by previous teachers, and consequently are rather stubborn, and slow to obey orders. The attendance is very irregular. The teacher, Mr. Chas. Sims, is a young Canadian, who has lived most part of his life among the Indians, and is well acquainted with their language, habits and manners. He holds a temporary certificate, and is paid at the rate of \$300 per annum. The school house is a good, comfortable building, but with rather dilapidated desks and furniture.

West Bay.—Visited this school on the 8th June, and found that the teacher, a young Indian woman named Catherine Shagawasagiggig, was absent, having gone away the previous day, and was not yet returned. From enquiries of Mr. Henry Corbier, a very intelligent Indian trader on the Reserve, I learned that the teacher was frequently absent from her duties, and was giving but very poor satisfaction in the school : she holds no certificate of qualification whatever. There are about fifty children of school age on this Reserve, of whom but very few attend the school.

Garden River.—I visited this school on the 9th October, when I found the teacher, Mr James Gallagher, was absent, and had been so for a week. Complaints were made

to me that this was no unusual circumstance, and that, owing to the unpopularity of the teacher, very few children attended the school. The school-house is in a dilapidated condition.

Fort William (Girls).—I visited this school on the 18th June, and found 54 pupils enrolled, of whom 34 were present. It is an industrial as well as literary school, and is well conducted under the management of the Lady Superior, Miss Martin, and two assistants, Misses Nagle and Maddon, who appear well qualified for their work. The classification of the pupils present was—I. Reader, 12; II. Reader, 7; III. Reader, 12; and IV. Reader, 4. The Readers used are the Metropolitan Series. I examined the classes in reading, spelling, writing, arithmetic, geography, and parsing, in all of which subjects they acquitted themselves well. One very pleasing feature in this school is the almost perfect discipline and deportment of the pupils.

Wawanosh Home (Girls).—I visited this institution on 29th June. I found 26 names enrolled, of whom 21 were present, classified as follows:—I. Reader, 10; II. Reader, 6; III. Reader, 3; IV. Reader, 2. The reading in the 1st class was poor, spelling and writing fair; 2nd class, the reading was very poor, spelling fair, and writing good; in 3rd class the reading was fair, spelling to dictation rather poor, but the writing was very good. In arithmetic their subject was the compound rules, in which they could do simple mechanical work well. The pupils have but a very slight knowledge of English. The teacher, Miss Alexia Cunningham, a Canadian, seems diligent and painstaking, but is attempting to go over too much ground in a given time to do thorough work. This school is also industrial.

Shingwauk Home (Boys).—I visited this school on the 10th October, and found 46 names enrolled, of whom all were present, except two or three who were engaged on the farm, or in the workshop. I examined classes in mental arithmetic, geography, reading, spelling, and writing.

In arithmetic the pupils could answer with tolerable expertness simple problems in the first four rules; in geography the senior class had a fair knowledge of the general outlines of the map of the world.

In the II. class—The reading was fair, spelling and writing were 80 and 60 per cent. respectively of the work given.

do III. class—Reading, spelling, and writing were 45.55 and 65 per cent. of the given work.

do IV. class—Reading poor, spelling and writing about 70 per cent. each.

The school room is much too small for the present attendance, and very poorly arranged, many of the benches being unprovided with desks, so that pupils have to support their slates on their knees. The teacher is Mr. A. J. French, a clever and energetic young man, who conducts the instruction of classes under the supervision of the principal, Mr. E. F. Wilson.

The school is doing good work, although I consider the programme of work laid out for each term is rather too heavy to be thoroughly mastered in the time allotted. The boys of the senior class understand and speak English fairly. The order and discipline is good. There is a farm and workshops attached to the institution, so that boys desiring to learn trades can do so.

Sheguiandah.—My second visit to this school was on the 19th October. The number of pupils enrolled at that time was 28, of whom only five were present. I examined classes in reading, spelling, writing, and a little geography. The writing was good, but the rest of the work very poor.

The teacher is Mr. Fred. W. Sims, who understands Indian well, but does his teaching nearly all in English. The children are just beginning to understand a little English. Mr. Sims complains very much of the irregular attendance of pupils and indifference of parents as to whether their children attend or not.

List of requisites necessary for the following Indian Schools :—

Sheguiandah.—Blackboard : $\frac{1}{2}$ dozen I. Readers part 1 : do. part 2 : 1 doz. slates : 1 numerical frame : some pencils and chalk.

Wawanosh.—Maps of Dominion, Ontario, and Europe : numerical frame, and small globe.

March, 1885.

JAMES F. WHITE, ESQ., INSPECTOR, ROMAN CATHOLIC INDIAN SCHOOLS.

Cornwall Island.—The school building is frame, of fair size, but needing repairs to render it comfortable : the supply of furniture, books, maps, etc., is quite respectable. The teacher, Miss Elizabeth Foy, has been trained in Hogsburgh, N. Y., and holds a temporary certificate from Inspector McNaughton, she had opened school some days before my visit, with a registered attendance of 24, there were none present, however, as most of the Indians were absent on their usual trip to the west.

Fort William (Boys).—The building is large enough and quite neat, though not so comfortable as it might be : the seats and desks are passable : there are maps, blackboards, and a good supply of books. For this half-year the school opened about the middle of September, under Mr. Thos. Strahum, a brother of the Jesuit order, who has had an experience of five years in teaching, having previously taught this school for these years continuously, he is kind and painstaking, and seems to have gained the confidence and good will of the children. This school closes again about the last of September, as the Indians then leave for the fishing grounds, taking their families with them, and are absent for a month at least. All the scholars are provided with slates and pencils, though the youngest have not yet begun to write, eight have copy books, and in these the penmanship is good. About half the number are studying arithmetic, but in this their progress has not been rapid, as they do not seem to take kindly to the subject. Eight take grammar and geography, but the work is elementary and not very practical, as the text-books are closely followed. Four have begun the history of Canada. The general tone of the school is quite satisfactory, though the loss of time caused by the change of teachers in the early part of the year, seems to have somewhat retarded its progress.

Cornwall Island (Girls).—The Community of St. Joseph has taken the school in charge this year. The accommodations are very good. There is a large fine-looking frame building, with spacious well arranged rooms. The grounds are of good size and neatly fenced. Several of the pupils are boarders, having come from settlements some distance off. There are also a few white children. The supply of school appliances is pretty complete ; a list of the articles wanted has been sent in. The ordinary school branches are taught with most encouraging results. The discipline and general results are all that could be desired.

The school at *Red Rock* has been for some time under the charge of Mr. McKay, a painstaking and efficient teacher. A large number of the Indians have moved from the place where the school is built to a point some distance up the river ; on this account, the teacher's work is greatly increased, as he shares his time between the two settlements.

At *Garden River* the school is under the direction of the Rev. Thos. Quellet, S.J., while most of the teaching is being done by Miss McMahon, who began this year. Though not large, the school house is neat, comfortable, and well provided with the requisite school furniture. The registered attendance was 17, of whom 12 were present. Compared with that of ordinary Indian schools, the attendance here is quite regular. Writing has been the most successful subject ; in several cases it was better than what is usually done by a corresponding class of white children : in the other subjects the results were fairly good, and on the whole, the outlook for this school is quite encouraging. The greatest drawback is the lack of training on the part of the teacher, though this is partly made up by the energy and experience of Father Quellet, who oversees everything.

The school at *Sheshegewaning* was without a teacher ; it was expected, however, that one would be engaged at an early date.

Baywaks.—The present building is uncomfortable and much too small, part of it being used as a residence for the teacher ; but a larger and more comfortable house was just nearing completion at the time of my visit. The teacher is a native, Miss Agatha Gabow, trained in the Wikwemikong Institute ; she has had an experience of seven years, two of which have been passed in her present situation ; she is painstaking and quite energetic, and her knowledge of the Indian tongue is of apparent service in giving explanations to her pupils. The settlement is rather small. Seventeen pupils were registered, of whom 12 were present ; all in the First Reader. In general, the answering in the different subjects was quite satisfactory.

The school at *Wikwemikongsing* was not open, as the chief was reported to be then using it temporarily, while having his own house repaired. The teacher is a native, Miss Philomene Bernard, who was educated at Killarney.

Wikwemikong (Boys).—Owing to the burning of their school house early in the year, the pupils are now occupying, temporarily, a large building, formerly used as a workshop. There is a good supply of maps, books, etc., and the furniture is quite respectable. The work in the general subjects was done fairly well, though there is yet much room for improvement, especially in arithmetic and in writing, and speaking English. The teacher, Mr. Stephen Dufresne, a Jesuit brother, has received a very fair education, and is kind and attentive ; he lacks, however, any previous training to fit him for his position. Though the larger boys were reported absent, 30 pupils were registered, with 22 in attendance, most of them in the First Book. For the new school, which is to be somewhat larger than the former one, the foundation was nearly completed. For want of proper accommodation no industrial training is now carried on.

Wikwemikong (Girls).—Miss Kintz, educated at Fordham, N. Y., and having an experience of eight years, has been teaching here for the past three years. The girls school was unfortunately burned about the same time as the boys' ; but a new building, larger and better than the old one, was soon afterwards begun, and is now ready for use. A great part of the pupils consisted of children from other settlements, who boarded in the institute ; these were scattered after the burning, and have not all returned. On the register there were 37 names ; 31 being those of children in the First Book ; but 15 were present on the day of my visit. There is an assistant, who is conversant with the Indian tongue, and is an efficient help to the head teacher. When due allowance is made for the great loss by the burning of the building, the state of the school must be reckoned as quite satisfactory.

South Bay.—On account of the impassable state of the roads, I was unable to reach this settlement.

White Fish Lake.—At the time of my visit this school was reported to be without a teacher.

Serpent River.—The teacher in charge, Mrs. Sophia Peltier, is of Indian descent, and received her education at Wikwemikong ; her knowledge of English is very fair, and she has had an experience of eight years, nearly two of which have been spent here ; the building serves for her home and for a school, and is not very comfortable. The school furniture is respectable, but the supply of books, etc., is not very full. In this settlement most of the Indians live by fishing and hunting, and at this season are away with their families ; in winter they are at home, and then the attendance is quite regular. The register showed an attendance of 17, of whom all but one read in the First Book ; 4 were present. The work was fairly done when the great drawbacks are considered.

Sagamok.—I found this school not in operation, as the building was not yet finished.

Mississaga.—Here also one building does duty for school and dwelling, to the loss of the former, which is not kept so neat and clean as it should be : the desks and seats are fair, as are the other school appliances. The day of my visit was wet, and but one child

was present, who was left to her own sweet will ; others were sent for, so that the full attendance was 5 out of 12 on the register. All present were in the First Reader, but they did not acquit themselves very creditably, except in writing. There are no evidences of careful training and watchful oversight. The teacher is Mrs. Mary Cadau, who received her education at Chatham, and has been in charge here for over a year ; in all she has had an experience of six years. The prospects for this school are not the brightest.

West Bay.—On the morning of my visit, about half an hour before my arrival, the teacher at this place had started off to bring his family there ; he was to be absent about two weeks. Afterwards I met him at Wikwemikong, where he had received his education. He is an Indian named Jonas Odjig, who has had no previous experience as teacher ; he reports that there are about 42 on the register and 25 in average attendance at his school. The building is frame, of good size, but not very comfortable ; there is a fair supply of books and slates, but maps are wanting.

Mattawa.—The Indian children here attend the separate school, which is under the direction of two very capable teachers, and they are making substantial progress in their studies.

General Remarks.—One of the great obstacles to the purposes of these schools is the very irregular attendance of the vast majority of the pupils. In this regard the parents are usually most indifferent, many saying that they see but little benefit in the instruction given in the schools. Some teachers, too, are not without blame in this matter, for to them there is nothing depending upon good attendance, except, indeed, more work and trouble ; hence the children, left wholly to themselves in this matter, usually prefer to spend their time in some more attractive place than school. I think with Inspector MacLean that “ making the payment of the annuity for all children between the ages of seven and fourteen conditional upon their attendance at school for at least four or five months in each year, or granting a bonus to every child so attending,” would do much towards getting the children to come more regularly.

There has been no one very often to advise the teachers in getting proper school books, and as a result I found scarcely two schools having the same series of books ; some of those in use are very antiquated, and should be replaced at once. In my opinion it would be well to have the Inspectors, after each visit, send to the Department a list of all the requisites for each school, and not have the teachers choose what books they deem the best.

It would be most useful, too, to have registers supplied to these as to the Public Schools, for no record is kept in the school to show the attendance from year to year, and should the inspection be made in the beginning of a quarter, there is no means of finding what has been the attendance, as the only record of it has been sent to the agent.

But the most pressing want of these schools, and that which it seems most difficult to supply, is the procuring of qualified teachers. The salaries paid are small, \$200 to \$250 in general, not enough to tempt properly trained teachers to come here ; but, though small, I fear that but little return is sometimes received for the outlay. If a *bonus* of \$75 or \$100 were offered, conditional on the teacher having a certificate from the Province of Ontario, it would, I imagine, induce some of them to come here from counties that have a surplus of teachers. Further, as this district is visited by Inspectors for the Public and Separate Schools, arrangements might be made to have the teachers convened at Wikwemikong and Shingwauk, probably the best and most central schools, where teachers' institutes might be held for a few days each year. I am certain that much benefit would be derived from seeing how classes are conducted at these places, and from such instruction in the art of teaching as the Inspectors would be able to give. It might be necessary to contribute something towards defraying the expenses of attendance at these meetings, but it would be money well spent if it helps the teachers to perform their difficult task with more skill than now.

4. COLLEGIATE INSTITUTE AND HIGH SCHOOL INSPECTION.

(1.) *Report of J. E. Hodgson, Esq., M.A., Inspector.*

Equipment.—For efficient work in training either the mind or the body, ample apparatus and appliances are requisite. The Departmental regulations recognize this fact by providing that a considerable percentage of the Legislative Grant to each school shall be apportioned on the basis of equipment. Most of the High Schools in the eastern section of the Province are fairly supplied with globes, maps, and charts, but are deficient in books of reference, apparatus for the practical teaching of natural science, and appliances for physical training. I find, however, that since the publication of the new Regulations affecting the distribution of the grant, the trustees of nearly every school either have taken, or are about to take, steps to place the equipment of their school on such a footing as will entitle them to receive a fair proportion of the grant.

In several places it is proposed to partially meet the increased expenditure necessitated by the new mode of distributing the grant, by taking advantage of the clause in the High School Act that empowers trustees to impose fees. In my report for the year 1883, I ventured to express the opinion that the imposition of a uniform minimum fee in all High Schools would be a move in the right direction. I still hold that opinion. I am not in favour of a high fee, such as would exclude the children of the poor (for our High Schools are and, I hope, always will be essentially and characteristically the "poor man's school"), but a fee of, say, a dollar per month, which, while it would exclude few or none, would act as a spur to parents to see that their children be regular in attendance and diligent in the preparation of their home work.

New and fairly commodious school buildings have been erected at Morrisburg, Brighton, and Omemeë, whilst at Port Hope a very gratifying improvement in accommodation has been made by the renovation of the building and the enlargement and levelling of the grounds. The accommodations of the other eastern schools are about the same as they were in 1883.

Remarks on Teaching.—English grammar is taught with a much better conception of its true value as an educational factor than it was some years ago. The old and misleading definition, "English grammar is the art of speaking and writing the English language with correctness and propriety," has almost disappeared, and our teachers are beginning to realize the fact that the art of using correct English in either writing or speaking is to be acquired by observation and practice, rather than by studying the formal, and often arbitrary, rules laid down by the grammarians. Pupils are no longer expected to learn by rote the list of prepositions commencing "About, above, according to, etc.;" it is considered sufficient now-a-days if a boy can recognize a word as a preposition from the function it performs in a sentence. But although we have made much progress we are not yet perfect; we have not thrown off all the trammels of the old methods, according to which children were taught to use grammatical terms without really knowing the meaning of them. For instance, if one ask a junior class in a High School to parse "*red*," in the phrase "*The red rose*," he will be almost sure to find that a majority of the pupils have a rather hazy notion of the meaning of the term "qualifying," most of them being unable to see that "*red*" attributes the quality *redness*, not to the noun "*rose*," but to the thing for which the noun stands. Similarly of other technical terms, such as "number," "tense," "case," etc.

The prominence formerly given to minute grammatical analysis, and the consequent waste of time spent in writing out as home work the analysis of long passages day after day, are dying out in our High Schools. That parsing and analysis are eminently useful exercises as a means of training the logical faculty, no one will dispute; but that pupils should be compelled to do these exercises in writing, and at home, as a part of their daily work, is a mistake. A two months' drill under a good teacher ought to give a class of fairly prepared entrants such a command of the machinery of parsing and analysis that they might be expected to parse and analyse ordinary constructions at sight. Like mental arithmetic, this department of grammar is well adapted to develop quickness and accuracy of thought, and it should be used for this purpose.

In the teaching of composition I have noticed a marked improvement since the introduction of the Verbalist; even the junior pupils in most of the High Schools now display considerable acumen in pointing out nice distinctions between the meanings of words, and the force of different constructions. This is pretty sure to result in a corresponding accuracy in the use of words. The study of words, their origin and history, the deflection of their meanings between ancient and modern usage, is fraught with interest and profit; and this study is greatly promoted by the presence in the school libraries of such works as those of Trench, R. Grant White, and Matthews.

The plan of making the prose literature selections prescribed for the University matriculation examination, and adopted by the Department of Education for the teachers' examinations, the basis of the themes for composition, meets with hearty approval among the Masters. Composition, as far as the teacher is concerned, is mainly a consideration of form. There can be no form without matter, however, and as the minds of boys and girls are not usually very prolific of ideas, it has in the past been found difficult to get average pupils to write compositions of any degree of merit except on common-place subjects, which are soon exhausted. Now that the subject matter is supplied, we may safely expect, I think, that the pens of the pupils will grow more facile, and that the greater practice which will naturally follow their facility, will develop and increase their power of expression. The systematic study of such an essay as that of Macaulay on Warren Hastings, with its antithetic, balanced, and periodic sentences, is sure to do something towards arousing a taste for style, and cultivating a desire for something in literature of a higher type than the pernicious dime novel, or the extravagant exaggerations of so-called American humorists. But after all, the acquisition of a correct style in writing is practically of far less importance than the acquisition of a correct style in conversation, and the bane of conversation among our pupils is the use of illegitimate contractions, such as "*ain't*" for "*is not*," "*don't*" for "*does not*," and of slang. The teachers, as a rule, are carefully trying to remedy this by looking closely after the language used in giving answers to questions; but the spirit of slang is abroad and will be hard to lay.

The study of English literature in our High Schools is what we have most to rely on for the development of taste and culture, as only a small percentage of our pupils carry the study of the other languages of the course far enough to reap much benefit of this nature. In very many of the schools this subject is excellently taught. The teaching of literature has been all but divested of parsing and analysis, which at one time constituted a prominent part of it. This is undoubtedly a step in the right direction, as nothing is more apt to defeat the true aim of the study of literature, which is the cultivation of taste and the acquisition of the power to derive pleasure from the contemplation of noble thoughts expressed in noble words, than to make the literature selections the basis of exercises intended and well adapted to cultivate the logical faculty only. An occasional grammatical question is not amiss, for frequently a pupil's knowledge of the meaning of a passage may be determined by a judicious question as to the grammatical relation of a word or phrase; but to make such questions the principal pabulum of a literature lesson is suicidal. As Dr. McLellan forcibly remarks in one of his reports, "You cannot parse a boy into the love of literature." As of parsing, so of derivation. Time was when a regular portion of the literature lesson in some schools was to get up the derivation of all words of classical origin. As I have already remarked, the study of derivations is of undoubted advantage, but it should not be, and is not usually, made a prominent element in literature. Happily the treatment of the figures of speech is not what it used to be. I have in my possession an old note-book in which are written the definitions of a great many figures, copied from the dictation of a distinguished teacher. At one time I had those definitions thoroughly committed to memory, and could "point out and name" the tropes in a passage of Shakespeare with a fair degree of accuracy, but I have no recollection of having my attention called to the propriety and force of the poet's use of these figures; so far as I was concerned, it was a matter of mere names; but perhaps that was more due to my density than to the teacher's want of perspicuity. This mode of dealing with so important a factor in poetry may be well adapted to the teaching of literature to undergraduates, but it certainly will not do for High School pupils. As a matter of fact, the rhetorical forms are

well taught in most of our High Schools, and the study of them conduces greatly, as it should, to the appreciation of the beauties of literary expression. One of the greatest drawbacks to the educational value of the study of the prescribed English texts is the use by pupils of the profusely annotated editions with which the schools are flooded. In the hands of the teacher such editions are probably advantageous, as they suggest to him different interpretations of difficult passages; in the hands of the pupils they are disadvantageous, as they rid him of the wholesome necessity of interpreting for himself, and consequently imbue him with the fallacious idea that the notes are of more importance than the text. There is a possible avenging Nemesis, however, in the fact that the examiner may, in preparing his paper, studiously avoid coming in contact with the notes. The preparation and publication of exhaustive series of questions, possible and impossible, such as we find in our educational papers, has a like depressing effect; they are published in the interests of cram rather than of education, and in this respect are on a par with the notes.

There is a felt need for a High School Reading Book. At present, in nearly all the High Schools, practice in reading is confined to the literature selections. The ability to read a passage expressively is certainly good evidence of the reader's knowledge and appreciation of the author's meaning and spirit, and I think it very desirable that reading shall continue to be used as a means of teaching literature. But the literature selections do not furnish enough variety to afford an opportunity of practising the different styles of elocation; hence the desirability of the preparation of a High School Reader.

Such a text-book would be of great usefulness in another way, inasmuch as, by means of it, Masters would be relieved of the necessity of teaching junior pupils the same work as is laid down for candidates for third and second class teachers' certificates, and for matriculation at the Universities. It is unreasonable to expect the younger boys and girls to grapple with Coleridge's Odes and *The Ancient Mariner*; but they are expected to do so, and the consequence is that they have to be told things which, with a year's preliminary training in easier work, they would be able to find out for themselves. The superior educational value of knowledge acquired in the latter way, is of course perfectly apparent. There is quite too wide a gap between the difficulty of the Public School Fourth Book and that of the literature selections for matriculation. This gap would be bridged by a High School Reader, as selections could be made from it for use in teaching literature to the junior classes.

In some schools the entrants are immediately introduced to the study of the literature set for the examinations that will come on in the second year of their High School course. In their case it is small cause of wonder that the study of their mother tongue becomes a bore instead of a pleasure. The use of a Reader would mitigate this evil, if it did not quite remove it.

Of the languages other than English, a far greater number of pupils take Latin or French, than Greek or German. The option of substituting French and German for Greek at the University has resulted in all but banishing the last mentioned language from a good many of the High Schools; in fact, very few boys study it except those who are preparing for an honor course in classics, a very small percentage of the pupils. Latin, French, and German, on the other hand, being options at the teachers' examinations, have plenty of votaries.

The main value of these languages as concerns the majority of the students, who do not carry the study beyond the standard of a second class certificate, depends on their influence on the study of English. Translation from a foreign tongue into our own is capable of being made one of the most effective means of acquiring the power of correct expression. I could mention some schools in which this feature of the study is made prominent, but in some others a style of translation is allowed and accepted that is not really translation in the proper sense of the word. Literal translation ought to be looked after first, as showing a pupil's knowledge of the constructions in the language with which he is dealing; afterwards an idiomatic version should be insisted on, as a training in English composition. To use English words and foreign idioms in translating is to make a literal translation; an idiomatic translation involves the use of English idioms as well as English words. The Latin ablative absolute, for instance, can rarely be forcibly

translated by the English nominate absolute. Prose composition in the languages is, except in the case of honor candidates for the Universities, indifferently done, but the grammars are very fairly taught.

Though examination results are not an infallible test of the quality of work, they may fairly be regarded as a partial test. The results of written examinations are often very deceiving, the most successful candidates turning out to be the least successful in practical life; they afford a criterion of acquisitive power rather than applicative power.

Taken for what they are worth, however, the results of this year's University and Departmental examinations prove that the High Schools and Collegiate Institutes are advancing. The number of matriculants at the Universities and before the learned societies is greater than ever before, and the successful candidates for honors are more numerous than ever before. Some people are inclined to think that too many of our youth enter the Universities, thereby depleting the ranks of the working population. But there is no reason why a liberal education should stand in the way of success in commerce or in agriculture. That too many are entering the learned profession I do not doubt; but this evil will cure itself; graduates will soon see the application of the old saying that a "living dog is better than a dead lion," that it is preferable to live as a farmer than to starve as a barrister.

At the Departmental examinations for third and second class non-professional certificates, about 4,500 wrote, and about 42 per cent. succeeded in passing. Of those who were unsuccessful, about 18 per cent. failed in mathematics (arithmetic, algebra, geometry), 9 per cent. in English (grammar, literature, composition, history, geography), 25 per cent. in science (chemistry, botany, physics, statics), 13 per cent. in Latin, 5 per cent. in French, and 6 per cent. in German.

The comparatively high percentage of failures in science is due, I think, to the lack in the High Schools of apparatus for the practical teaching of the subject, whilst the failures in mathematics may be safely attributed to the difficulty of the papers, as this department still receives a very large share of attention in the schools.

There is a great unevenness in the percentage of successful candidates at various schools: for instance, one High School employing two masters sent up eleven candidates, of whom ten passed; another High School of the same grade sent up thirteen candidates, of whom three passed. It too often happens that students enter the High School at Christmas and expect to pass in July, the result being that they are too hurried in preparing for the examination, and consequently fail.

The year 1885 will be remarkable in the history of our educational system on account of the establishment of Training Institutes to enable young graduates to familiarize themselves with the details of school management and the various methods of teaching. The anomalous state of affairs in accordance with which a Public School teacher was forced to undergo professional training, whilst a High School teacher received none, has been frequently commented on, and I think that we may congratulate ourselves that it no longer exists. It is true that some men are born teachers and display great aptitude in imparting instruction and arousing enthusiasm in pupils from the very commencement of their career as teachers; but these are exceptions, and most teachers have to unlearn erroneous methods into which they have fallen through lack of experience. The Training Institutes afford an excellent opportunity of acquiring correct methods to commence with. I am quite sure that those who attended the late session of the Kingston Institute derived great advantage from their course, and will be spared the making of errors at the expense of their pupils by the experience they have had under the guidance of Principal Knight and his able staff of assistants.

Toronto, Dec., 1885.

(2.) *Report of John Seath, Esq., B.A. Inspector.*

SIR,—I have the honour to submit the following report upon the condition of the High Schools and Collegiate Institutes, with some general remarks, suggested by what I have noticed on my visit of inspection. Let me premise, however, that

so far, I have inspected only the schools to the west and north of Toronto, and about 20 to the east—in all, about 70 of the 105 ; and that, although I have, I believe, seen enough to enable me to form an estimate of the situation, it is proper that my conclusions should be viewed in the light of the above statement. Let me say also, at the outset, that, with few exceptions, the schools I have visited are doing excellent work in most departments ; and that, although my report deals more with their defects than their excellencies, it must not be inferred that the former are in the ascendency.

I.—ACCOMODATION.

Generally speaking, the buildings are good, but a few are still behind the times. The * Windsor building is an exceedingly poor one. There is scarcely a detail of school accomodation in which it is not deficient. Probably, Mount Forest ranks next in this “bad eminence,” with this additional defect, that its grounds are used for the purposes of a monthly cattle fair ! In a few other places the accomodation is not all that could be desired ; but in most cases, the authorities show a praiseworthy desire to set matters right.

I have said that, generally speaking, the High School buildings are good ; when, however, we consider some important details of school accomodation, even in many of our best schools, there are grave defects. The lighting and ventilation, in particular, have had little attention paid to them. The light often comes in from behind, from the right, from both these sides, from three sides, or from all sides. This defect, might, in many cases, be easily remedied, by changing the position of the desks, or by the proper use of blinds ; but the necessity for providing a remedy seems to have escaped the notice of very many boards. In extremely few schools is the ventilation satisfactory. The masters are thus forced to open the windows in cold weather, with the usual bad results. Too much importance cannot be attached to the ventilation. There is little doubt that much of the ill-health of pupils and teachers—ill-health which is usually credited to over work—is really due to the draughts and foul air of the school building. The heating of the class rooms is generally satisfactory, though, in many cases, the hot air furnaces work badly and the stoves are badly placed. The halls, however, are seldom heated, and masters and pupils are thus subjected in winter to violent and dangerous changes of temperature. The class rooms are almost always good and well furnished with desks and black boards ; but there is a plentiful lack of private rooms for the masters and of cap rooms and waiting rooms for the pupils. In some localities the school grounds are tastefully laid out and embellished with ornamental shrubs and shade trees ; but I am sorry to say that many seem to have ignored your announcement of an “Arbor day” for Ontario. The disregard for the æsthetic is, indeed, too common. The disciplinary influence of handsome school grounds and cheerful, tasty class rooms is not fully appreciated even in centres where better things might be expected. If the new scheme for the distribution of the legislative grant had nothing else to recommend it, it has this most valuable feature that it attaches due importance to the above mentioned details. Judging, however, from what I have been told by masters and trustees, I feel confident that in all these respects I shall be able to report a marked improvement next year.

II.—EQUIPMENT.

Under this head the new scheme for the distribution of the legislative grant recognizes libraries of reference, chemical and physical apparatus, gymnasias, and maps, charts and globes.

Almost all the schools are well supplied with maps and globes, but in other respects the equipment is generally poor. In Chatham, Galt, Strathroy, Stratford, and Owen Sound, there were fairly equipped gymnasias when I inspected the schools. I have heard since of some that are being erected elsewhere ; but, with these exceptions, no school that I know of possesses a gymnasium. In Chatham, Galt, and Strathroy, the gymnasias are in separate buildings ; in Owen Sound and Stratford, they are in the school basements. The

* Since the above was written, the Windsor board has decided to put up a new building and to equip the school properly.

interest of the pupils demand, I think, that their physical exercise should be taken in well lighted, well ventilated, and properly heated rooms ; and I would therefore recommend that henceforth no ordinary basement room be accepted for the purposes of a gymnasium.

As to apparatus, most High Schools have a supply of chemicals and at least a little chemical apparatus, varying in value from \$5 to \$50 ; but no High School that I have inspected, except Berlin, Ingersoll, and Owen Sound, has even a fair supply of physical apparatus. In a good many an antiquated air pump is the sole representative of this branch of the equipment. In the Collegiate Institutes, also, with few exceptions, little provision has been made for science teaching. The new regulations defining the equipment of this class of school have been issued not a moment too soon. Your Inspectors will have less difficulty hereafter in recognizing the difference between a Collegiate Institute and several of the High Schools. Some of the schools, notably Orangeville, have made a good beginning of a library, to be credited in some cases to the liberality of the trustees, and in most, as in the case of Orangeville, to the exertions of the members of the High School literary societies. But libraries such as are contemplated by the new regulations are in most cases yet to be provided. Dictionaries and works of reference in each department of study are absolute necessities in every school, and libraries of first-class general literature will do much to supplement the efforts of the skilful master. It is not enough that the town or village Mechanics' Institute should possess a circulating library. What the interests of education require is a collection in each High School of the best authors, by means of which the teacher may direct the reading and mould the tastes of his pupils—authors to which he may at once refer in the course of a lesson and which he himself may put into their hands. A taste for good books is natural to a few ; with most it is a matter of cultivation ; and the enlightened and enthusiastic teacher, with a good school library at command, will be a powerful factor in the development of a general love for pure and healthy literature.

I have reported above the condition of the schools when I inspected them. It is proper to add that, in the schools I inspected since the passing of the new regulations there was a general movement in the direction of suitable equipment. From correspondence also, and from the notes in the educational and other journals, I should judge that before long we shall have nothing to complain of under this head. The last half of 1885 and the first half of 1886 will, I feel certain, be looked upon hereafter as a period of transition in the history of our High Schools.

III.—DISCIPLINE AND ORGANIZATION.

The order and discipline of the schools are admirable. With scarcely an exception, kindness and courtesy mark the intercourse among the masters and between the masters and the pupils. One matter, however, has been brought under my notice. In schools attended by pupils from the country or situated at a distance from the centre of the town or village, grown up boys and girls are sometimes left at noon recess without any one to look after them. This is especially objectionable when, as is too often the case, no separate waiting rooms have been provided. In some schools the teachers take charge in turn. If no other remedy can be devised, this one should be adopted. The defect is too grave to be neglected, even though the remedy may be a burdensome one.

So far as circumstances have permitted, the organization is generally very good. In some cases, however, a good deal of the teaching force of the staff is, I think, lost by the disregard for a proper division of labor. Owing to the exigencies of the time-table, it is, undoubtedly, often impossible to carry out this principle. Sometimes, also, it is undesirable to do so, owing to the special attainments of masters. But there are schools in which the principle might be carried out better than it is—schools in which every teacher has some subject in nearly all the departments ; schools, even, in which with the same class one teacher takes up Mason and another analysis and parsing ; one "False Syntax," and another English composition ; and so on with other subjects. These are, of course, extreme cases, but they illustrate what I mean, and are the natural outcome of a want of attention to one of the most important elements in the successful administration of a school. As far as possible, one master should teach the same subject throughout. So far as concern

secondary education, this principle needs no defence. Educational force might, I think, be further encouraged, if the bearing of the subjects on one another were duly considered. It would be well, for instance, if history and geography were taught by the same master. So, too, with reading and literature, chemistry and elementary physics, grammar and composition. In a good many schools a disproportionate and unnecessary amount of time is, I find, allotted to mathematics. There is, however, some reason for believing that before long other subjects will receive the attention to which their importance entitles them. On the subject of school organization I shall have some further remarks to make, in connection with the new High School programme.

IV.—MATHEMATICS.

In no other department is so much good and earnest work being done as in mathematics. This is, no doubt, due to the energy and ability of my predecessor, the present director of Teachers' Institutes; but it must be admitted that the annual "plucking" in algebra and arithmetic has clothed these subjects with an adventitious importance. So accustomed, indeed, have all interested become to failures in algebra and arithmetic that rejection in any other subject is looked upon by some as little short of an outrage. The pupil, too, is always ready for an extra dose of mathematics, and in the construction of the time-table the teacher invariably "has his claims allowed." No one who has considered the disciplinal value of the different subjects on the programme will underrate the importance of mathematics; but the enthusiasts in this department—and they are many—are too apt to overrate it. In any properly devised scheme of study, mathematics will always hold a conspicuous place; but they are not the panacea for all the ills that mind is heir to. Other departments are of at least equal value, and deserve and should have their due share of attention. Of the mathematical subjects, algebra receives most attention, euclid least. Probably one result of the late revision of the High School regulations will be to increase the importance of the latter and cause its due value to be attached to the former. Probably, also, another result will be the proper correlation of the different subjects on the programme.

V.—CLASSICS AND MODERNS.

The acceptance of Latin, or French, or German as an option for teachers' certificates, has preserved the study of these languages from the "decline and fall" that threatened it a year ago last September. Your circular of the following October has had all the efficacy of a "Revival of Learning." Modern languages are valuable, partly on account of their practical uses, and partly on account of the importance of their literature and of the language training their study entails. Classics, again, have little practical value. Like moderns, they possess a valuable literature; but they lend themselves better to language training, and are distinctively admirable for the logical discipline afforded by the study of their regular and complicated structure. But the development of these features requires time. It requires, in my opinion, a good deal more time than is needed to prepare a candidate for a Third Class certificate. The student who, under the present regulations, obtains a Second Class certificate, with a respectable standing in one of the languages, has already derived much benefit from the study, and has been placed in a position in which he can easily derive more. But with the Third Class teacher it is different. He has not yet acquired even ordinary facility in translation, his logical discipline and his language training have been inconsiderable, and his acquaintance with the literature is almost valueless. In view, then, of the facts, that only a small percentage of such students become candidates for a Second Class certificate, that the benefit derived from so limited a language course is not so great as might be derived from a science course of the same duration, and especially that the latter course is more fitted for the requirements of a teacher, the propriety of accepting a language option for Third Class certificates is still, I think, a matter for serious consideration. It is to be hoped, however, that the equalization of the difficulty of the options and the interest which, with improved methods and suitable appliances, the science master will be able to create in his department, not

to speak of what in the long run should eventually prevail—the influence of enlightened professional opinion, will eventually confine the language option to those who intend to enter the University, or at least to prosecute their studies beyond the limits of the first form.

So far as concerns the teaching of these languages. I have to report that in those schools in which specialists are employed, admirable work is being done. One or two defects in method I may mention as being more or less prevalent :

(1) Too little importance is attached to the pronunciation, especially of moderns. I have inspected schools in which the teachers have told me that they pay little or no attention to the subject ; it does not pay at the examinations, and their time is fully taken up with the grammar, composition, and translation, which do pay. For this defect the teacher cannot be held wholly responsible. Until recently the amount of work prescribed in the languages for Second Class certificates was practically the same as that for Thirds ; even the examination questions, or the greater part thereof, were the same for both grades ; it did take nearly all the time to prepare the grammar, composition, and translation. The public, too, has been trained to gauge a teacher's merits by his examination successes. Part of the blame must evidently be laid elsewhere. The former defect has been remedied by the late regulations ; the latter is one of the peculiarities of the age. But, with more time at his disposal, the teacher can afford to gratify his professional instincts without unduly endangering his professional reputation. It is unfortunate, I may add, that at the University Matriculation Examinations more value is not attached to the oral reading of classics and moderns. The candidates are comparatively few, and the influence exerted by the examinations is exceedingly great.

(2) In some schools not enough attention is paid to the English of the translations. Each lesson in translation should be a lesson in English composition. This is one of the most valuable features of classical training, and those Masters who give their honour classical pupils an honor course in English also, are wise in their day and generation. Gerund-grinding does not make a classical scholar. A man may be a good classic and not be able to give the exceptions for the gender rules of the Third Declension.

(3) Very generally, insufficient attention is paid to the meaning of the author and the connection of his thoughts. Occasionally, after a class had translated a passage in one of the text-books, I asked the members to tell me in their own words the relation of the different parts of the lesson. My experience has justified me, I believe, in recording the above conclusion. I have above mentioned the value of their literature as one of the reasons for which the study of moderns, and of classics in particular, is assigned a place in school curricula. In our schools this feature is almost wholly lost sight of. No effort is made to use the text-book in classics or moderns, as the best teachers use the text-book in English literature—to note the graces of the author's style, the beauty or the nobility of his thoughts. This mode of study, the teacher will justly say, has seldom paid at the examinations.

VI.—ENGLISH.

Every now and then the public prints contain some sneer at the state of the English in our schools. Some one for whom our schools are responsible is pilloried for his want of culture or his inability to express himself in respectable English. Even tirades have been written in a denunciation of a system that attaches insufficient importance to the study of our own tongue. There can be little doubt that there is a widespread feeling that some, at least, of the English branches have not received the attention they merit. My experience as Inspector leads me to conclude that, although there are many schools in which English is admirably taught, this feeling is justified by the facts. Here again, however, the teacher is not wholly in fault. The schools are largely what the examinations make them ; and in some of the English subjects the examinations have set what, to my mind, is too low a standard. There is little use in declaiming against bad methods

in English grammar or in English history, or against the neglect of English literature or composition or reading. In these days of examinations, the examination paper is King. Unsuitable examination papers produce or perpetuate bad methods ; and the subject on which it is difficult to pass, and neglect of which means failure, is the subject that will not be neglected. If, then, English is to secure its proper place in our system, we must have a higher and a better standard at the examinations.

The importance of the subject will, I hope, be considered sufficient justification for the length of the following remarks :—

ENGLISH LITERATURE.

(1) On the subject of English literature, I find in many schools a great deal of misapprehension. The history of English literature is often confounded with English literature itself. The fact is, the present High School programme makes no special provision for the study of the former until pupils reach the Fourth Form. Before this final stage, the subject is to be studied as part of the history of the English people, and the history examination paper is the proper place to set questions thereon. The biography of the writers and the forces, that produced certain forms of our literature, should be taken up in connection with the literature texts ; but they deserve special attention, only in so far as they have been agents determinative thereof. Literature, itself, according to the accepted definition, is the thoughts and feelings of intelligent men and women, expressed in writing in such a way as to give pleasure by what is said, and by the artistic way in which it is said. The teaching of literature, therefore, deals with the author's meaning and the form in which he puts it—with the meaning primarily :

“For of the soule the bodie form doth take ;
For soule is form and doth the body make.”

The elucidation of the meaning should be the teacher's grand object. If this be attained, all else will follow. His pupils will have learned to admire and imitate the graces of the author's style, to feel the beauty and grandeur of his thoughts ; they will have acquired the habit of intelligent reading, and a taste for what is purest and noblest in literature. Any subject that he can utilize for the accomplishment of his purpose, the teacher of literature will, of course utilize. By etymology, he can often throw light upon the exact significance of words ; by the technicalities of grammar, he may sometimes more easily express the relations of words, phrases, and clauses ; by the figures of speech, he may denominate the means taken by the author to give beauty or force to his language ; by paraphrasing, he may satisfy himself whether his pupils have a clear comprehension of the meaning ; by oral reading, he can best determine whether they have entered into the spirit of what they have studied. And further, as literature deals with so many subjects and borrows its illustrations from so many sources, there is little knowledge on which it levies no tribute. But the object of the teacher is always clear and definite. An English classic, is not, as many make it, a mere collection of linguistic pegs on which to hang every conceivable form of biographical, historical, philological, archæological, and grammatical questions. Sidework, the true teacher of literature sedulously avoids, even when it thrusts itself forward in its most seductive garb. Grammar and philology, history and biography are his servants, not his masters.

So small an amount of literature is now prescribed for the High School course that there is nothing to prevent minute and careful study of every valuable line and every valuable passage it contains. Any other mode of study would be useless. To this, however, teachers have raised two objections. First, the method is not possible with the time at their disposal. To this, I reply that it is possible, if the object of the literature lessons be kept steadily in view, and the subject receive the recognition it deserves. Most assuredly, however, it is not possible, if literature teaching involves attention to all the eccentricities of ingenious annotators. Secondly, it does not pay at the examinations. So far, sir, as your department is concerned, I think it should be made to pay. This is an objection that all concerned may conclude can be easily disposed of.

In these days it is not possible to over estimate the importance of the acquisition of a taste for good literature. It is an education in itself. The boy who starts out in life with this possession, avoids the shoals on which many a comrade perishes ; he is provided with a never failing source of solace and delight. Nor is it possible to emphasize too strongly the necessity for the acquisition in youth of a *habit* of thoughtful and intelligent reading. The tendency of the age is against it. The amount of reading matter that in later life thrusts itself upon one's attention induces carelessness and superficiality. Few, indeed, at best, catch the full spirit of our richest literature ; the subtler meanings that, like pearls, lie below, are often unseen. But it is evident that, if the objects of the literature teacher are to be attained, the school selections must suit the capacity of his pupils. The poetical selections for 1886 are not in this respect all that can be desired. To the *Ancient Mariner*, not much objection can be taken. It is, however, unlikely that its perfection will be fully appreciated by the untrained intelligences that have to deal with it. But Coleridge's minor poems are almost all objectionable. They contain little of human interest ; they are intensely subjective ; they lack simplicity of language as well as of the thought ; and what beauties they possess are beyond the capacities of even advanced High School pupils. Objection may be taken also to the works prescribed for 1887 and 1888. With the treasure house of English literature open before us, why should poets like Thompson and Cowper be selected to form the taste of the rising generation ? I cannot but think that, with some of the bestwriters of the nineteenth century, it would be easier for the teacher to create that love for reading and that conscious preference for what is best, which are the direct and most valuable results of the study. Matthew Arnold, Tennyson, Longfellow, Scott have surely a more living interest for the pupils of our schools than the second-rate writers of a by-gone age. He is, indeed a peculiar youth who would select as his companion a copy of Thomson's *Seasons* or of Cowper's *Task*.

In the matter of English literature, the assimilation of the Departmental course of study to that of the University, has not been without its disadvantages. At present, the selections for third and second class candidates are precisely the same. On the ground of school organization alone, this arrangement is objectionable. Either the texts are too difficult for the former or they are too easy for the latter. Nor would it answer to make a division. In comparison with the amount of work prescribed in classics for pass junior matriculation, the amount of English literature is inconsiderable. It is not reasonable to ask one to make two bites of a cherry. Separate and suitable texts, of an objective and narrative or descriptive character, are therefore needed for first form pupils. This necessity is emphasized by the fact that in very many of the schools, mainly through want of a suitable Reader, pupils who have just passed the entrance examination are forced to take up the same selections as those prescribed for second class candidates. A few masters very sensibly use copies of some of the easier texts published by Houghton, Mifflin & Co., of Boston, or Alden, of New York ; but others, I regret to say, have no literature whatever in their lower classes. This is a matter which urgently claims your attention. One or other of two courses seems to me to be open :

(a) To prescribe a few easy selections for use in the first form, to serve also as a basis for the third class examination. Texts costing not more than 10 cents or 15 cents each, might be easily supplied. Such texts are, indeed supplied for the schools in the United States. On the principle that nothing should be told the pupil which he can find out for himself, the literature selections would be better without notes, certainly without the vicious and costly padding which is heralded by enterprising publishers as containing everything that is necessary to pass the examinations.

(b) To insert suitable selections in your proposed High School Reader. While the best authors do not always supply the best reading lessons, many admirable writers are available for this purpose ; and it is, I think, possible to construct a book which will serve as a Reader and as an introduction to the study of literature.

The latter course seems to be the more advisable one. It will certainly be more economical, and it will do much to inculcate the invaluable lesson that oral reading and minute and careful study of the meaning should go hand in hand.

ENGLISH COMPOSITION.

(2) In most of the schools there is too much destructive, too little constructive, work in English composition. Often the course consists almost wholly of exercises in "False Syntax"; the nature of the sentence and the paragraph, and the construction of themes and sentences, do not receive systematic attention. We learn how to do anything by doing it, not simply by correcting the mistakes others make in doing it. Exercises in "False Syntax" are not exercises in composition, and there may be even worse faults in a writer than those flouted by the Argus-eyed grammarian.

Under skilful teachers, the pupils' other exercises, and their oral answering in other classes may indeed be used as an effective supplement to the regular work in composition; but not every master keeps this object in view, nor would such training be a substitute for systematic instruction.

The University authorities have taken a step in the right direction, in prescribing a prose author as a basis for English composition. But they have not gone far enough. Apparently the selections are only to supply material for the examination essay. There is nothing to test directly whether the candidate has given attention to the literary form. For this, however, your Department has provided, by making the prose, as well as the poetry, the subject of a literature paper. We learn how to speak good English under proper and systematic guidance, and by frequenting the society of those who speak good English. Similarly, we shall learn how to write good English under proper and systematic guidance, and by the careful study of those authors that have written good English. I am, however, disposed to think that some of the prose selections on the University curriculum are not so suitable for school purposes as others that might have been made. Macaulay's style, for instance, is not, in every respect, a model; nor is the essay itself valuable for its contents. No one cares for all the particulars of what Hastings did and what Hastings suffered. Besides, the essay often assumes knowledge which few possess, and which it would be cruel to expect candidates to acquire. If literature is to be studied for the value of its contents, as well as for the excellence of its form, let us have literature which fulfils both of these conditions. If, too, it be true, that a good prose style has been the result of evolution, we have the best in the latest masters, and the propriety may be fairly questioned of passing over more modern writers than Macaulay, not to speak of Southey, or Coleridge, or Addison, or Goldsmith.

ENGLISH GRAMMAR.

(3) About the value of English grammar as a school study, there are very conflicting views. Experience and reflection both show that the mere study of the principles of grammar can never impart the ability to speak and write correctly. The ability comes chiefly from fortunate associations, and from being habituated to the right use of words by constant and careful drill. The conception of English grammar held by those respectable ancients, Lennie and Lindley Murray, and their modern admirers, that it is the science which teaches us to write and speak the English language with propriety, has, therefore, led many to conclude that the subject is almost useless as a branch of study. The above view of the domain of English grammar is, in my opinion, incorrect. It fails to recognize the educational importance of the scientific study of language, the first and most natural field for the prosecution of which is the native speech of the pupils themselves. Grammar is really, as Mr. Fitch says, "the logic of language in so far, and in so far only, as it finds expression in the inflections and forms of words. In Latin this logic is expressed with more fulness and scientific accuracy. In English it is expressed in an unscientific and very incomplete way. But the logic of language, which is the basis of all grammar, is discernible alike in both, and our business is to investigate that, whether it reveals itself fully in grammatical forms or not." Directly, of course, grammar supplies us with a record of approved usages, and indirectly, it confers precision of speech; but "if the expression 'English grammar' be enlarged so as to denote exercises in the logic, history, formation and relation of words, it will designate one of the most profitable and interesting of school studies," a study which affords one of the best possible trainings for the intellect.

In many of the schools this subject is excellently taught ; but formalism has not yet been completely banished. Often, in the lower classes in particular—and for this the Public Schools are mainly responsible—the pupil can repeat glibly enough the contents of Mason, or some other text book ; but the words, though definite, are not the symbols of definite ideas. Test his knowledge by examples : put a question in an unusual form, or ask him to explain the meaning of his phraseology—to put his meaning in other words—and failure is the result. I have examined classes of entrants, and of even more advanced pupils, who have shown that they possess no real knowledge of the parts of speech ; for, in some subjects, half knowledge is as bad as no knowledge. In some of our schools there is, indeed, too much rote work—too much text book. Strictly worded definitions have their value ; but there is always the danger that, with the young, a statement once formulated will, by frequent repetition, become a more unmeaning form. What, to my mind, is desirable in education—and the statement applies to every study on the programme—is a thorough comprehension of what one talks about, even should its expression at first lack brevity or grace. As knowledge grows, these qualities also will come. Of analysis and parsing, the staple of some language teachers, we have in the schools enough and to spare. No one will deny the value of these exercises ; but they are not the only ones available, and the dull, mechanical repetition of fruitless details might with much advantage be omitted. Greater freedom from the cast-iron systems of martinet grammarians is urgently needed. The inductive method of presenting English Grammar is not in general use. Our false conceptions of literature teaching we owe chiefly to the old fashioned classical master. To him we owe also our false conceptions of the proper mode of presenting English Grammar. When he devised the first text-book, forgetting the nature of the language, he applied to English the method with which he was most familiar ; he began with the alphabet and proceeded painfully and conscientiously through all the mysteries of Orthography, Etymology, Syntax, and Prosody. In no other subject, indeed, has the influence of classical teaching so many sins to answer for as in the grammar of our own tongue.

READING.

(3) In some of the schools Reading is admirably taught ; but in the lowest classes of those that are dominated by the examinations, it does not receive the attention it deserves. In some places, I may say, a curious method is in use—oral reading is taken up first, and the principles are taken up last. Pupils are even called upon to criticize one another when they have no principles to guide them. The logical method is, of course, to teach the art and the science concurrently, and to systematize the principles as they are evolved. Even for examination purposes, this method would be found most effective. The commonest defect, however, is unintelligent reading. Here, again, however, it is the lowest classes that are in fault. Pupils who succeed in conveying to others the meaning of what they are reading, evidently do not think of the meaning as they are reading. The mechanical act is unaccompanied by an intellectual act. I have seen it stated somewhere that the reading lesson should be a reading lesson, pure and simple. The object of a reading lesson is certainly to teach reading ; but the work of the teacher is only half done if he keeps in view simply accurate mechanical rendition : the result is not beyond the powers of a highly gifted parrot. Stop some pupils unexpectedly after they have finished a passage, and ask them to give, in their own words, the author's meaning, and you soon discover how purely mechanical the exercise frequently is. If the habit of intelligent reading be formed in youth, in after life the trained voice becomes the willing and faithful servant of the thinking mind. Good reading is then the result of unconscious effort.

But teachers cannot make bricks without straw. A good High School Reader is urgently needed. The old series has almost disappeared, and very few of the High Schools use the Canadian, or the Royal. During the last half of 1884, and the first half of 1885, the *Lady of the Lake*, and *Rip Van Winkle*,—the former especially—supplied excellent selections. Since last July, however, owing to the unsuitability of the literature texts, teachers have been at a loss to know what to do. The new High School Reader cannot be ready too soon.

Allow me, in conclusion, to suggest that you provide summer classes in elocution as you have already done in drawing with so marked success. The subject is one that should be studied under a skilled instructor, and its importance will certainly justify your course.

VII.—SCIENCE.

The science course is taken up in almost all the schools ; but, owing to the want of suitable apparatus and, in some cases, of the application of proper methods, of real science teaching there is very little. Probably no other subjects have been, confessedly, so badly taught as chemistry, physics, and botany.

In most of the schools possessing chemical apparatus the common practice has been to use it as a means of illustrating the statements made by the teacher or contained in the text books. The illustration generally accompanies the "lecture," but, in a few schools, the masters have told me that their "method" was to take up the theory first and to spend a week or ten days in experimental work at the close of the session. In schools, again, that have little or no chemical apparatus the pupils acquire a knowledge of facts—important, no doubt, as facts, but acquired in a way that has little disciplinary value.

In still fewer schools is a proper course provided in elementary physics. Here, again, the causes have been the want of suitable apparatus and of a due appreciation of the disciplinary value of the subject. The instruction in physics has been, so far, chiefly of a mathematical character. The truth is, both physics and chemistry, the former especially, have run to mathematics. No one, of course, denies that problem-working in connection with both of these studies—more particularly in their advanced stages—is both valuable and necessary ; but every one will admit that hitherto too little importance has been attached to experimental work.

Botany, also, has been generally a matter of memorizing definitions and descriptions. In some schools no attempt has been made to use plants. In others, as in the case of chemistry, the teacher has used the plants, observing and generalizing for the class who listen and follow him in passive silence.

The preceding strictures apply more particularly to the schools inspected before last July. Since then the new regulations, basing part of the legislative grant on the equipment, and requiring botany to be taught practically and chemistry and physics experimentally, have done much to quicken the teaching of science, if I may judge from the character of the work done in the schools I inspected during the last half of the present year. I believe I am even now justified in reporting that henceforth not only will greater attention be paid to chemistry, physics, and botany, but the teaching itself will be of a better character. To this end the recent science additions to the matriculation curriculum of Toronto University will also conduce, provided, however, the examinations are suitable, and, as the High School masters requested at their last convention, greater importance is attached to science in the valuation of the subjects. It is to be hoped, too, that the University authorities will outline the course in botany as they have done in chemistry and physics. The present statement is too indefinite for the purposes of our schools.

No plea should be necessary for the study of science. Its claims are now admitted by all except, perhaps, the few whose liberality is bounded by the horizon of their own attainments or their own selfishness. But even at present there is a good deal of misconception as to its real function in our scheme of education. Allow me to quote a presentation of the case which seems to me to be correct and clear: "Science is the best teacher of accurate, acute, and exhaustive observation of what is ; it encourages the habit of mind which will rest on nothing but what is true ; truth is the ultimate and only object, and there is the ever-recurring appeal to facts as the test of truth. It is an excellent exercise of the memory ; not the verbal, formal memory, but the orderly, intelligent, connected, accurate storing up of knowledge. And of all processes of reasoning it stands alone as the exhaustive illustration. It is pre-eminently the study that illustrates the art of thinking, 'the process by which truth is attained.' To quote from Mr. Mill, 'reasoning and observation have been carried to the greatest known perfection in the physical sciences.' In fact, the investigations and reasoning of science, advancing as it

does from the study of simple phenomena to the analysis of complicated actions, form a model of precisely the kind of mental work which is the business of every man, from his cradle to his grave; and reasoning, like other arts, is best learned by practice and familiarity with the highest models. Science teaches what the power and what the weakness of the senses is; what evidence is, and what proof is. There is no characteristic of an educated man so marked as his power of judging of evidence and proof. The precautions that are taken against misinterpretation of what is called the evidence of the senses, and against wrong reasoning, and the tracing the thoughts backward down to the ground of belief; the constant verification of theories; the candid suspension of judgment where evidence is wanting; that wedding of induction and deduction into a happy unity and completeness of proof, the mixture of observation and ratiocination—are precisely the mental processes which all men have to go through somehow or other in their daily business, and which every human being, who is capable of forming an intelligent opinion on the subject, sees would be better done if men had familiarized themselves with the models of these processes which are furnished by science.” But how are we to secure this disciplinal value in our High Schools? Permit me to outline methods that have been practically tested in chemistry and physics by Mr. Merchant, late headmaster of the Ingersoll High School, now of Owen Sound; and in botany by Mr. Spotton, headmaster of the Barrie Collegiate Institute:

(1) *Chemistry and Physics.*

(a) As far as practicable the pupils perform the experiments under the teacher's direction, and, when necessary, with his assistance.

(b) The pupils are led by questions to make their own observations, and to draw their own inferences from these observations.

(c) The pupils are then required to write out under the headings, EXPERIMENT, OBSERVATION, INFERENCE, a concise account of all they have done, observed, and inferred. These exercises, which the teacher examines and discusses before the class, are kept as an epitome for review.

(d) When possible the pupils are required to GENERALIZE from the inferences the principles of the subject learned from the lessons.

To prevent the work from becoming formal, the exercises are varied as much as possible; but the principle kept in view is this: the experiments, observations, inferences, and generalizations are made, as far as possible, independently by the pupils. Home work of a practical kind is sometimes given. This consists generally of some experiment that may be performed with such apparatus as is easily procured by the pupils, or they are required to observe closely some natural phenomenon and apply to it the method applied to experiments in the class. Problems involving the principles thus determined are also taken up.

The new regulations will, I am confident, provide each High School with at least a fair supply of apparatus, and the skilful teacher can himself easily make many of the most useful articles needed in the laboratory. Indeed, such manufacture should be encouraged by the Education Department in the distribution of the Legislature grant. In well equipped schools the course may be supplemented by assigning to each pupil some experimental work to be done in the laboratory, and recorded as above for the teacher's criticism. Even a course of easy Qualitative Analysis, like that provided in Bloxam's *Laboratory Teaching*, as actual trial has demonstrated, is not beyond the capacities of the youngest High School pupil, and is in itself a most valuable means of discipline.

2. *Botany.* The course begins immediately after the summer holidays. During the autumn months a considerable number of plants, suitable for the introductory lessons, are found in bloom; for example, Buttercups, Shepherd's Purse, Watercress, Mallow, Sweet Pea, Evening Primrose, Dandelion, and many other composites. So long as flowers are available, attention is confined to them, the leaves, stems and roots being noticed in a general way. At each lesson sufficient specimens are provided to furnish every member of the class with one for himself. *The work of observation is done by the pupils, the*

teacher merely directing them, and supplying the necessary technical terms when satisfied that the pupils have done their share of the work. Blank forms of description are provided for the pupils to fill up after the examination of a specimen has been completed; and the exercise is often varied by a fuller oral description, by requiring the class to draw simpler forms in outline, and so on. The pupils thus insensibly become familiar with the principles on which the classification of plants is based. For example, if the structure of the flower of the Sweet Pea has been the subject of one lesson, and at the next lesson specimens of Clover are put into the pupils' hands without any suggestion from the teacher, there will not be one whose face will not light up as he goes on with the dissection of the specimen, and recognizes point after point of resemblance between the old flower and the new one; and by the time his dissection and tabular description are completed, he is himself prepared to state the relationship of the plants. Indeed, no more useful exercise can be devised than to put into the hands of the pupils five or six flowers belonging to, say, two different orders, and have them determine for themselves the relationship of the specimens. The pupil himself is thus led to classify, the teacher supplying the needed guidance and the needed technical terms. Before the close of autumn the pupils themselves collect material for the winter lessons—fruits, seeds, roots and leaves of all sorts. Occasionally a winter-blooming plant is used to assist in reviewing the autumn work. Ferns, too, may be studied nearly as well in winter as in summer, if well preserved specimens are at hand; and, if the school is supplied with a good microscope, many interesting lessons may then be given in minute structure. On the opening of spring, the examination of flowering plants is resumed, and the training the pupils have by this time received enables them to master rapidly the characters of the different orders. By June, the class are in a position to go into the field and determine without much difficulty any of the common flowering plants about them.

In two or three masters' schools in which there is sometimes not much time at the Science Master's disposal, the study of botany might be intermitted during most of the winter months, except for an occasional review, its place being taken by that of physics; but, with competent teachers the above method forms the best and readiest means of disciplining the senses that it is possible to devise. Botany is, emphatically, the science of observation, and the quickening influence of its study is felt in every department of the school in which it is properly taken up.

Chemistry, Physics and Botany, taught as above indicated, at first undoubtedly put more work upon the teacher, and require more time than the rote or lecture method; but the results are so much better, that the method pays. It pays, indeed, even should the idiosyncrasies of an examiner make the teacher's work valueless at the examination on this special subject. One of the commonest mistakes is the belief that each study is valuable only in so far as it is productive of marks at the examination thereon. People forget that, in a properly devised scheme of study, proficiency in one subject makes it easier to become proficient in others. The Science Master who does his work well undoubtedly makes it easier for the other Masters to do their work well.

On the subject of science teaching I have a few recommendations to submit for your consideration:—

(a) The regulation which prescribes Reynolds' *Experimental Chemistry* for the teacher's use only should be rigidly enforced. No school should, on any pretense whatever, be allowed to use it as a text book. A more desirable guide for the teacher of Chemistry does not exist; but it is a guide for the teacher. The teacher should be the guide for the pupil. It is, of course, impossible to prevent the pupil from using the work; but it is possible, I am certain, to construct an examination paper which, while it assumes only such a knowledge of the subject as may be obtained by means of the proper use of *Reynolds*, will wofully disconcert the ingenious youth who hopes to palm off second-hand chemistry on the Departmental examiner.

(b) The examination in Botany for Third and Second-Class teachers should be made practical, like that for First C. There should be no difficulty in making it so. The presiding examiner will be required simply to provide the plants for the candidates. No special

knowledge of Botany is needed for this. The ability to distinguish a cow from a cucumber is amply sufficient. If the plants thus provided be sent to Toronto with the candidates' papers, the examiner there will have all he requires.

(c) I am afraid that the most serious obstacle to the successful teaching of Botany will be the fact that many teachers have had no opportunity of making themselves familiar with the subjects. Unlike Chemistry and Physics, Botany cannot be easily learned without the guidance of a teacher. I would, therefore, recommend that you provide summer classes in this subject also. Such classes, under a skilful and enthusiastic teacher, will do more to vitalize this branch of Natural Science than any number of regulations and any number of examination papers.

VIII.—PHYSICAL EDUCATION.

In many places, drill and calisthenics are on the school programme. In London, Mount Forest and St. Thomas, there are well drilled cadet corps; in a few schools—notably Simcoe—a good deal of attention is paid to Calisthenics: and, as I have said above, in two or three there are fairly equipped gymnasias. I should add that athletic sports for the boys and croquet for the girls are encouraged and taken part in by many of the Masters. But I am not able to mention any school in which a systematic course of physical training has been provided for all the pupils. I conclude, from what I have seen that insufficient attention is paid to this branch of education. The new High School regulations make obligatory gymnastics, and drill and calisthenics; and the new scheme for the distribution of the grant recognizes the necessity for suitable provision for physical education. From the mere fact that these subjects are obligatory, not much, I fear, can be expected. It is possible, in the case of any regulations, "to keep the word of promise to our ear and break it to our hope." Physical education is supposed not to pay at the examinations. Should, however, the new scheme result in the general erection of gymnasias, we may, no doubt, look for improvement. Most certainly there is no subject more popular with the younger pupils, and with suitably equipped gymnasias the examination stimulus will not be needed.

But, in some quarters, the nature of the physical education contemplated by the regulations is not understood. Some parents feel confident that they can provide sufficient exercise at home—that the bucksaw, for instance, furnishes ample opportunity for everything that can be reasonably desired under this head. Some teachers, too, have said to me that, so long as they have drill, there can be no necessity for gymnastics. We have here a confusion between physical exercise and physical education. School games and pastimes are, of course, valuable from an educational point of view. So, too, are the exercises kindly furnished by economically disposed parents. But none of these, and no combination of them, uniformly develops the different parts of the body. Even the bucksaw has many drawbacks. In all, physical development is merely an incidental result. Hence the necessity for a system of educational exercises which "shall modify the growth and distribute the resources of the body so that each part of the growing frame shall have its wants supplied—a gradual progressive system of physical exercises so conceived, so arranged, and so administered that it will gradually call forth and cultivate the latent powers and capacities of the body even as the mental faculties are developed and strengthened by mental culture and mental exercises."

Teachers, however, complain of the pressure of the examinations. There is reason in this; but, as a matter of fact, comparatively little time is needed for this subject; and I am confident that proper attention to it would have a satisfactory, though an indirect, bearing even upon the examinations. The far reaching influence of physical education is not sufficiently appreciated. Its effects upon the muscular system are generally admitted; but its effect upon the other systems, the general health, the mind, the habits, and even the character, because not immediately noticeable, are assumed not to exist. Even from an examination point of view it is not profitable to keep pounding away at mental exercises day after day and hour after hour.

IX.—THE NEW HIGH SCHOOL COURSE OF STUDY.

The new High School course of study has given general satisfaction. For the first time in the memory of the oldest inhabitant, a change in this respect has not been the subject of adverse criticism. The assimilation of the University and Departmental courses has remedied what has been the most vexatious defect in our system. Formerly it was almost impossible to construct a suitable time-table, and the differences between the courses led to a most provoking waste of teaching power. Now, the construction of the time-table will not occupy the head master's attention during the whole of the session, and the teaching power of each staff may be economized to the best advantage.

Objection, however, is still taken, chiefly by the smaller schools, to the number of subjects. But no one has yet to my knowledge pointed out one subject that it would be well to omit. Most, indeed, are forced upon the schools by the University examinations, and to the courses prescribed for teachers' certificates the greatest grumblers can take no valid exception. It is admitted that, without the subjects now upon it, our High School course would not be worthy of the name. A good deal of nonsense, I may say, is every now and then made public with all the accessories of wisdom, about the necessity of knowing a few things well; but it would be difficult to point out many subjects on the programme of which a well educated man can now afford to be ignorant. That man is best educated who knows something of a good many subjects and knows at least one subject well.

But it is an undoubted fact that some of the High Schools have more work than they can manage. For this, however, neither the programme nor the regulations can fairly be held responsible. To a large extent, masters and boards have the remedy for their troubles in their own hands. On this subject, allow me a word or two:

(1) It is not intended, and it is highly undesirable, that every school should attempt to teach all the subjects on the programme. The essentials of a good education are obligatory; but a system of options has been devised to prevent the course from proving burdensome in even the two masters' schools. If, in each case, headmasters and boards determined what options could be taken up most satisfactorily, and refused to take up the others, there would be no reason for complaint. The settlement of the question is, at any rate, wholly in their hands. Before last July I inspected some three and even two-masters' schools in which every subject on the programme was attempted, with, of course, the inevitable result. The explanation given by the masters is that they have been driven to this course by the importunities of the candidates for the different examinations. One candidate, for instance, discovers that French exactly suits his mental capacity; another has fully made up his mind that German would be an agreeable and profitable study; while a third insists that the Science Course was designed by Providence and the Education Department for his particular case; and so on through the gamut. The option selected is too often decided by the whim of the pupil. Undoubtedly this pressure makes it exceedingly difficult to take the stand I have recommended. The evil effects of the system of "payment by results" have not yet disappeared from the schools. But the head master should assert his rights. It is surely better to lose half a dozen dissatisfied candidates than to do injustice to all concerned—to the teacher himself no less than to his scholars—by attempting a task beyond the capabilities of the staff.

(2) The regulations especially provide that the head master shall determine the order in which each subject shall be taken up, "whether or not all the subjects in the course of study shall be taught concurrently." In most of the schools I have inspected, the subjects are taken up concurrently. This is, I believe, a mistake, even from an examination point of view. A multitude of subjects taken up concurrently only dissipate the energies of the pupil. Concentration on a reasonable number, with occasional reviews of those that have been dropped or intermitted, is the most effective method. This method, indeed, is the one generally followed in the High Schools of the United States. Besides, it is the natural one. No one studying privately attempts a dozen subjects at once, nature would revolt against the imposition. What may be called the mechanical subjects, as reading, writing, drawing, require continued attention in the lower classes at least. Those sub-

jects, as geography and history, that involve largely the exercise of the "portative" memory, must be frequently reviewed after the special study thereof has ceased; but those that are intended to promote thought, that is, the languages, mathematics and the inductive sciences, are easily adapted to the plan which I am now advocating. Here again, however, the examination fiend thrusts his unwelcome presence. Many pupils enter in January to prepare for the July examinations, and some subjects, have, therefore, to be begun *de novo*. Such candidates simply attempt to do in six months, by cram, what requires a year's faithful study. The regulations, however, justify the head master in refusing to admit into the teachers' classes any but those that are fit for the work; and some head masters adopt this plan, to their very great advantage in the long run. The remedy is thus in the head master's hands. But circumstances, it must be owned, do not always justify him in taking the course his judgment tells him is the best. Examination results, too, are often peculiar: the race is not always to the swift and the battle to the strong. Probably, as experience modifies the system of examinations and demonstrates to the public their true value, the pressure that causes this will become less. As I shall show farther on, it is, I believe, in the power of the Education Department to still further strengthen the head master's hands.

X. THE HIGH SCHOOL ENTRANCE EXAMINATION.

There can be no doubt that the recent changes in the character of the High School Entrance Examination will bear good fruit. Already the results are more satisfactory than those of last July. In neatness especially, there is, in most schools, a marked improvement; and, in many schools, the answering is admirable in all subjects. But it is very evident, from the answer papers, that in too many public schools the methods adopted are exceedingly defective. In history, pupils merely memorize facts and dates; no effort seems to be made to give the subject its proper disciplinal value. In grammar, again, while the answering of some schools is excellent, in very many, the lessons have evidently been merely *said*; they have not been understood. In literature it is, perhaps, too soon to expect satisfactory results, though the answering at the last (Dec. '85) examinations of many pupils of thirteen, is a convincing proof that we have not set too high a standard. I mention these subjects in particular, as, in some quarters, objections have been raised to the changed character and increased difficulty of the examinations thereon. These objections are, I am satisfied, not well founded. Insufficient attention has hitherto been paid to the distinctively English subjects in both High and Public Schools. For this, in the latter, as in the former, the remedy is a higher examination standard. The groundwork of an English education should be laid, and laid properly, in the Public Schools. For very many pupils, the High School Entrance Examination is a "leaving examination," and in very few public schools has a fifth class been established. The High School Entrance Examination, practically, therefore, defines the superior limit of the Public School course. No one, surely, will assert that the present entrance test sets too high a standard for the Public School System of the leading Province of the Dominion. Some, however, urge that pupils with a University course in view, should have an opportunity of beginning classics when ten or eleven years of age, and that the High School entrance standard should be lowered accordingly. This doctrine is, I believe, a survival from the old humanistic theory of education. But it has, of late, been somewhat modified. Not so long ago, it ran to the effect that boys should begin Latin at seven or eight years of age. Many, if not most, Canadian classical masters will support me in asserting that the boy, who at thirteen or fourteen, or even fifteen, begins classics, with a good grounding in English, is at least as good a scholar, at the end of four years, as the boy who begins at ten or eleven is at the end of seven. And, even if this view were not absolutely correct, why should the interests of the Public Schools be sacrificed for the sake of the twenty or thirty that annually take an honour course in classics? In this image-breaking age, it may not be amiss either to ask if, after all, the full advantages of the study of classics may not be obtained with less labour and in less time than is even now devoted to it.

It is, I think, unfortunate that the High School Act does not sanction, as was proposed, an annual High School Entrance Examination, and a County Board of Entrance Examiners. These provisions would certainly remedy some of the defects which now exist, and for which, as matters stand, there seems to be no adequate remedy.

The same examination papers are used throughout the Province, and nominally the standard is the same. As a matter of fact, however, to put the case mildly, widely different values are assigned to the answers by different boards. It is the duty of the High School Inspectors to revise the results of the local examinations, but it is a duty which, owing to the magnitude of the work and the limited time at their disposal, cannot be exhaustively performed. Except to deal with the cases of those who, having failed, have been recommended for admission, and of those schools in which there is reason to suspect irregularity, little supervision can be exercised. Were there County Boards, greater uniformity would be secured. To remedy matters, in the meantime, I would suggest:—

(1) That, as has been the case at the last two examinations, a competent committee be associated with the High School Inspectors to enable them to make the work of supervision as thorough as is desirable.

(2) That the local Boards be strictly required to have their returns made to the Department on the day named in the Regulations. The delay of some Boards makes it impossible to have the finding of the Department sent out in time for the opening of the schools, when, of course, it is eminently desirable that it should be in the headmaster's hands. In the event of a Board's not being able to overtake its work within the allotted time, no objection should be raised to its obtaining the help of other competent examiners. Nor should it be considered necessary that all the papers of each candidate be examined. When such a failure has been made in the more important subject or subjects, as in the opinion of the local Examiners, renders admission impossible or undesirable, no further examination should be made. Both of these plans, I may say, have been adopted by some Boards.

(3) That no recommendations be allowed unless specific reasons—age, illness, or some equally valid plea—are assigned therefor. Some boards have actually recommended, in some cases without reasons assigned, more pupils for admission than they have regularly passed.

The establishment of an Entrance Examination in July of each year would be productive of great advantage to both the Public and the High School systems. It would enable the Public School Masters to do more thorough work and would relieve them of the objectionable pressure of semi-annual examinations. Many pupils, too, who now attend the High Schools for a few months and for whom the High School course can have little value, would remain in the Public Schools, becoming more proficient in the studies prescribed for the Fourth Class and relieving the High Schools of an undesirable attendance. The organization of the High School classes, especially during the first half year, would be greatly improved. At present, in most High Schools, the pupils who enter in January from the Fourth Class in the Public Schools are simply put into the same form as those who entered the previous July. Such organization—or rather want of organization—is, in most schools, really unavoidable. True, some headmasters make two divisions in a few of the subjects of study; but the provision is admittedly inadequate.

When next the High School Act and the regulations are amended, let us by all means have County Boards of Entrance Examiners and one Entrance Examination a year. The advantages are, indeed, so evident that the wonder is the change was not made long ago. The High School master will be thus relieved of the objectionable pressure of attendance during the winter term. The Public School promotions would, of course, require to be adapted; and, in some cases, local modifications of the system might be also necessary. Let me add, too, that these two provisions would result in having charged to the proper account some of the expenditure for education which now devolves upon the High Schools. The

present tendency to crowd these schools is a mistake from many points of view. We have everything to gain and nothing to lose by maintaining a high standard for both our primary and our secondary schools.

XI.—THE TRAINING INSTITUTES.

Year after year former Inspectors pointed out that the greatest defect of our High School system was the want of specially trained masters. This defect every one admitted ; but no practical solution of the difficulty was offered. This year has witnessed an attempt to remedy this defect, and to supply candidates for first-class professional certificates with systematic practice in teaching of a higher order than can be provided at the Normal Schools. Training Institutes such as are desirable are not the growth of one session ; each session will render them more efficient ; but already the Hamilton Training Institute, with which I have been connected and of which I can, therefore, speak authoritatively, has demonstrated the practicability of the scheme. Under somewhat difficult circumstances, the principal and other teachers have brought the first session to a successful close, and have graduated a class whose professional skill, as evidenced at the Final Examination, was a convincing proof of the wisdom of your course. Naturally enough, a scheme like this has had its critics. But most of the objections that deserve consideration have been due to an imperfect comprehension of what is proposed, or a want of a practical acquaintance with the details of our High School system. Briefly stated the chief are as follows :

(1) The work of the Training Institutes will greatly impair the efficiency of the schools to which they are attached.

This is a very grave objection ; and, if well founded, presents an insuperable barrier to the retention of the scheme. There is no doubt whatever that, unless proper precautions be taken by the Department and due care be exercised by the Principal and other teachers, this result will follow. So far, however, as the regulations are concerned it will be seen that this possibility has been anxiously borne in mind. The selection for the Training Institute session of the latter half of the year, when the teachers feel less the burden of the examinations, does much to meet the objection, so far as the staff are concerned. And I am happy to be able to report that, by taking up after schools hours the special work of discussion and criticism, and in other ways which their zeal suggested, the Hamilton staff have minimized the evil of interference with the daily routine of the school.

(2) It is unfair to the Collegiate Institute master to require him to undertake the duties of a new and distinct profession, in addition to the arduous duties now devolving upon him.

The scheme does not require the Institute masters to discharge the duties of professors of pedagogy. It does, however, assume that they have an intelligent comprehension of the best methods of teaching the different branches of the High School programme. Its objective point is systematic practice in teaching for the teacher-in-training under the criticism and supervision of experienced teachers. The best available works in pedagogy have been prescribed for the use of all concerned, and the Department masters "develop systematically the best modes of dealing with each subject in their departments at each stage of a pupil's progress, using as the basis of their discussions the text books prescribed, and illustrating their explanations by subsequent teaching." A knowledge of principles is most desirable, and this the teachers-in-training—by previous education a most intelligent class—can themselves obtain from the text books prescribed, under, if necessary, the direction of the Institute masters. A University professor of pedagogy would undoubtedly do much to systematize, if not improve upon, the contents of these text books, and an enthusiast in his work might do much for a body of men that above all others require enthusiasm ; but a professor of pedagogy would be the complement of, not the substitute for, the system of Training Institutes which you propose. On the principle, I presume, that *omne ignotum pro mirifico est*, it has been fashionable of late in some quarters to talk of the principles of pedagogy, as if a just comprehension of what is known

of the subject required phenomenal intelligence and the exclusive and laborious devotion of a lifetime. I believe, Sir, that you do not exact too much from your future High School masters when you require them to make themselves familiar with all that is valuable in the science of education. Nor is it too much to expect the masters of your Training Institutes to be able to apply their knowledge in the direction and criticism of the teachers-in-training.

But the test of any scheme is its practical working; and, in corroboration of the above views, I append a statement prepared at my request by Mr. P. S. Campbell, the principal of the Hamilton Training Institute, and embodying his previous report on the same subject to his Board of Trustees:

“I think that the creation of the Hamilton Collegiate Institute into a Training Institute has had and will have a good effect on the general working of the school, and for these reasons:—

1. The teacher-in-training, being on trial on each occasion of his teaching, is naturally incited to prepare himself thoroughly for his work in order to take as high a stand as possible. He knows, moreover, that he is about to undergo rigid criticism for any mistakes he may have made, mistakes arising from defects of knowledge or from a lack of teaching ability. Besides, many of the teachers-in-training have already had some professional experience. Whatever evil effects might be expected are minimized as follows:—

(a) Only after careful observation and instruction in the methods pursued, is the teacher-in-training allowed to teach. Indeed, he cannot introduce any faulty methods, since he has to submit to the Department Master a scheme of the method he is about to pursue, in the lesson assigned to him. The Department Master points out to him in what respects any proposed method is defective; so that the teacher-in-training is not permitted to experiment on the pupils or to teach in any aimless or irregular fashion.

(b) There is no interference with the usual course of studies, the teacher in training being obliged to teach the lessons that would otherwise be taught by the regular master of the form.

2. Again, the presence of the teacher-in-training has a stimulating effect upon the members of the staff. They are constrained not only to familiarize themselves with books that treat on educational work, but also to make extra exertions in order to show the teacher-in-training how to teach. When a master knows that his methods of instruction are being carefully scrutinized by persons of excellent education, he cannot fail to realize the responsibility of his position, and hence to do his best teaching in their presence. Indeed, he feels that he himself must be free from those defects in teaching which he discovers and censures in the teacher-in-training. He is thus induced to give increased thought to his work, and is prevented from falling into dead formalism.

3. With regard to the way in which pupils are affected by the presence of teachers-in-training, it may be said that, while in no form could any material injury be said to result from the presence of the teacher-in-training, in some of the lower forms I have observed that the pupils actually prepare their work better for the teachers-in-training than they do for their regular teacher—a fact which, far from reflecting discredit upon the regular teacher, is a tribute to his influence: The pupils desire to appear to creditable advantage before so many spectators and to bring some honour to their Masters.

To make the case complete, I quote also from the address presented to you at the close of the session, the opinions of the teachers-in-training, which would under any circumstances be valuable, but which is especially so in the present instance, as most of them are honour University graduates, and some are already teachers of experience:—

“We (the teachers-in-training of the Hamilton T. I.) wish to express our unanimous belief that the establishment of Training Institutes is a well devised and excellent scheme and thoroughly adapted to the accomplishment of the end aimed at. In these Institutes

our plans and methods are modelled according to the best models, and we, consequently, undertake the duties of our profession with confidence in our abilities to utilize to the best advantage the talents of the pupils committed to our charge."

Such being the results of the first and trial session, it is not, I think, premature to conclude that the Training Institutes have established their claims to be considered an essential part of the school system of Ontario.

Allow me, in conclusion, to recommend :—

(1) That the number of Training Institutes be this year increased to three or four. Three will probably be sufficient, but it would be well to be prepared for a possible increase of attendance. These Institutes, with eight teachers-in-training to each, will probably supply the demand for some years.

(2) That the annual grant be increased to \$400 at least. Considering the paramount importance of the work and the smallness of the total grant—not so much as the salary of one Normal School master—the sum proposed is surely not too large. I would suggest, too, that, as the Training Institutes impose no additional burden on the localities, the grant be given, not to reduce the local rates, but to enable the boards to pay such salaries as will secure and retain the best available staffs and will remunerate the members of these staffs for the additional burdens laid upon them. The localities will enjoy the advantages afforded by an unusually well officered school—in itself a sufficient recompense for their acquiescence.

XII.—EXAMINATIONS.

But want of professional training on the part of the Masters is not the only cause of defects in the schools. To the examination systems of the Province, as I have pointed out incidentally above, are traceable some of the worst evils. Nothing, I believe, does the schools more good, and nothing does them more harm, than the examinations. While cramming does not necessarily pay at examinations, it is undeniable that cramming is done for them. Candidates deliberately try to palm off as knowledge what George Eliot calls "that strong starch of unexplained rules and disconnected facts which saves ignorance from any painful sense of limpness," which, however, does not always save it in Ontario, from a painful sense of rejection. That this vice should exist among junior candidates, and in connection with some subjects, is not surprising. But the vice is not confined to juniors, and it shows itself in connection with subjects in the study of which the "portative" memory should not be the chief factor. At the last examinations for First-Class Certificates, in answer to the question: "Compare the influences that affected English Literature during the Elizabethan period with those that affected it during the earlier years of the present century," almost every candidate gave a detailed account of the different influences, extending in some cases over several sheets, but very few sent in fair answers to the question. In their language, too, were easily recognizable the pithy sentences of Brook and the rhythmic swing of Craik and Spalding. Not the least significant feature of this incident is the evident belief of the candidates that this mode of answering is suitable to the subject. The character of the teaching is also largely affected by the examinations. Generally speaking, the examination papers in a subject determine how that subject shall be taught. Even the forms of some of the oral questions one hears in the schools are modelled on the regulation pattern. In one school I inspected—and I give this as a very extreme case; for extreme cases shew the direction of the current—in one school, a teacher, an unusually successful one (to judge by examination results), made the statement in reference to a proposed method, that it would not pay at the examinations; he wanted his pupils to pass next July; he didn't care whether they became scholars or not. Let me say at once that, while there are few, if any, schools wholly unaffected by the examinations, there are very many in which the examinations hold a subordinate place; schools in which the grand object of education is kept steadily in view—in which the examination is what it should be, the teacher's servant, not his

master. But even if the teacher's sins were as scarlet, it would be unjust to put the blame upon him. He is but the product of our school system. The public, too has been educated to appraise him wholly by his examination successes, and the public engages him, and pays, and increases when so disposed, the not too liberal salary upon which he supports himself and his family.

The moral of the above remarks may be briefly pointed :

Those who are in authority should still further reduce the evil influences of the examinations, and the examinations themselves should still further discredit bad modes of teaching and bad modes of study.

The examination problem is an exceedingly difficult one ; its very conditions render it impossible to obtain a satisfactory solution. But there are some modifications of our existing system which would do much to remedy the evils from which the schools now suffer. With a few remarks as to these I conclude :

(1) The number of Provincial examinations should be reduced both by consolidating those that now exist and by reducing their frequency. To the propriety of consolidation you are already alive, and you are doing and have done much to secure this desirable result. The late regulations assimilating the Departmental examinations to those of the University and accepting some of the University examinations in lieu of those held by your Department are, I hope, only the first step in a series of similar changes. We need, however, one High School Entrance Examination a year ; consolidation with the University examinations of the present Third, Second, and First Class non-professional examinations, the present First C examination being University Honor Matriculation, First B being done away with, and First A being an Honor degree in Arts ; consolidation also of the preliminary professional examinations of the learned societies with some of the foregoing, no additional examinations being held by these societies for the purposes of matriculation.

(2) So far as concerns the Departmental regulations, some modifications are highly desirable :

(a) A candidate for a Third Class non-professional certificate should be required to present, as a condition of examination, a certificate of having attended for at least one year a High or other preparatory school. A similar certificate should be required from a candidate for a Second. Comparatively few candidates pass after six months' study, and the knowledge of many of those who do pass is crude and undigested. Besides, the greatest good of the greatest number should decide such questions. The large majority of both teachers and students would in this case be greatly benefited ; the former being relieved of the burdens pointed out above in connection with "The High School Course of Study," and the latter obtaining a more thorough grounding in the essentials of a good education.

(b) Strict supervision should be exercised over *all* the books used in the High Schools. I have already spoken of the text books in science. Let me call your attention to the question of annotated texts in literature. Not to speak of the exorbitant prices charged for them, some of them are directly subversive of good teaching, and mislead the deluded victims of the pushing publisher. For 10 cents or 15 cents each we might have in our schools adequately annotated texts, and the conscientious teacher would be at liberty to do his work as it should be done. This evil seems to be on the increase. I have before me a book which has been distributed throughout the schools and which bears on its title page the legend : " A Synoptical view of the Literature for 1886, with the characteristics of each selection illustrated. Also a series of examination papers. A valuable aid to candidates, by an experienced teacher." A worse form of cram book it would be difficult to devise. The only redeeming feature about the affair is that the "experienced teacher," feeling ashamed of his work, has withheld his name. I would most strenuously urge upon you the necessity for Departmental interference. Science teaching and the teaching of Literature will become worse, instead of better unless the present tendency be checked.

(c) The examination results should be differently published. The Departmental examinations are the most far reaching in their effects, and the present mode of publication is but a survival of the competitive system, inaugurated in connection with "Payment by results." A more earnest body of men than the teachers of our High Schools does not, I believe, exist. They are willing enough to work without being goaded into it. Besides, the present mode of publication is often misleading. Not all those that pass at a centre are pupils of the High School there, and pupils of the same High Schools often write at different centres. It is often unjust, too, in another way. From causes which the staff cannot control, a school will do badly at one examination, although its general record may be good. "He who excuses himself, accuses himself;" at least this is the principle on which the public acts. The locality may be made aware of the true state of matters, but the headmaster cannot publish a card in the Toronto dailies to protect the reputation of his school.

The remedy is to substitute a number for the name of the examination centre, the numbers to be changed from year to year. Those interested in a centre will be informed of its number. As for others, this is none of their business.

Toronto, Dec., 1885.

APPENDIX I.—REPORT ON MECHANICS' INSTITUTES, FREE LIBRARIES AND ART SCHOOLS.

SIR,—I have the honor to submit herewith my report on the Mechanics' Institutes, Art Schools, etc., of Ontario for the year ending 1st May, 1885.

S. P. MAY,
Superintendent.

Toronto, 31st December, 1885.

1. MECHANICS' INSTITUTES.

The following abstracts are taken from the Mechanics' Institutes and Free Libraries Reports for the year. For details see Tables A, B, C.

1.—Institutes Reporting, 1884-5.

Although the annual meetings are held on the 1st of May, and the legal time for payment of grants expires on the 1st of November, the directors of some of the Institutes neglect to send their returns until December or January. On this account it is impossible to give a complete statement of the transactions of all the Mechanics' Institutes for the year.

Number of Institutes reporting 122

2.—Institutes not Reporting, 1884-5.

Alexandria, Bradford, Brampton, Columbus, Gravenhurst, Markham, Manitowaning, Norwood, Palmerston, Parkhill, Petrolea, Picton, Port Elgin, Sarnia, Thorold, Thunder Bay, Vittoria, Watford, Wiarton.

3.—New Institutes Incorporated in 1885.

Clifford, Deseronto, Essex Centre, Iroquois, Mono Road, Windermere.

4.—Classification of Institutes Reporting in 1884-5.

| | |
|---|-----|
| Institutes with libraries, reading rooms, and evening classes | 37 |
| Institutes with libraries and reading rooms | 44 |
| Institutes with libraries and evening classes | 11 |
| Institutes with libraries only | 30 |
| Total | 122 |

5.—Receipts during the Year 1884-5.

| | |
|---------------------------------------|--------------|
| Balances from previous year | \$33,125 70 |
| Members' fees | 13,726 60 |
| Legislative grants | 26,770 00 |
| Municipal grants | 27,269 42 |
| Donations in money | 1,741 37 |
| Pupils in evening classes | 1,462 95 |
| Lectures and entertainments | 3,775 78 |
| Other sources | 9,728 87 |
| Total | \$117,600 69 |

Fees from Members.—The fees charged for membership vary from 28 cts. to \$2 per annum. The usual fee for library and reading room is \$1 per annum. In a few Institutes, where large municipal grants are made, the reading rooms are free to the public.

Legislative Grants.—Some of the Institutes which received grants for 1884-5 have not yet reported on the proposed new regulations for the management of Mechanics' Institutes. This neglect of the directors to report on the expenditure of public moneys will be obviated, as under the system of payment by results the reports must be received before the grants are paid.

Municipal Grants.—It is very gratifying to state that no less than 60 Institutes—about 50 per cent. of those reporting—have been assisted by municipal grants this year. It is to be hoped that ere long every Institute will be locally aided in carrying on this educational work, which is such a great boon to many, and a public benefit, by its influence on all classes of society; it having been proved that where Mechanics' Institutes are prosperous the moral tone of the people is so improved that it is even noticeable in the children of parents who patronize the libraries.

6.—Expenditure during the year 1884-5.

| | |
|-------------------------------------|--------------|
| For rent | \$5,208 85 |
| “ light and heating | 4,340 95 |
| “ salaries | 15,832 42 |
| “ books | 35,226 05 |
| “ magazines, etc. | 6,655 17 |
| “ evening classes | 5,790 80 |
| “ apparatus therefor | 96 27 |
| “ lectures and entertainments | 2,333 41 |
| “ miscellaneous | 31,644 59 |
| “ balance on hand | 10,803 11 |
| Total | \$117,931 62 |

7.—Donations of Books, 1884-5.

15 Institutes received donations of books, value\$1,427 25

8.—Assets and Liabilities in 1884-5.

| | |
|--|--------------|
| 122 Institutes and public libraries have assets, value | \$348,700 37 |
| do do liabilities | 96,947 27 |

9.—Institutes qualifying for grants after the 1st of May, 1885.

| | |
|-------------------------------|------------------------------|
| Niagara expended.....\$ 36 84 | Whitby expended.....\$ 70 00 |
| Oakville “ 10 00 | Brighton “ 20 00 |
| Point Edward “ 10 00 | Guelph “ 78 00 |
| Parkdale “ 162 92 | Chatham “ 120 80 |
| Port Hope “ 33 09 | Collingwood “ 152 00 |
| Peterboro’ “ 86 60 | Exeter “ 38 06 |
| Scarboro’ “ 13 00 | Goderich “ 270 88 |
| St. Mary’s “ 375 00 | Meaford “ 65 73 |
| Schomberg “ 20 00 | Woodbridge “ 50 00 |
| Wroxeter “ 191 23 | Woodstock “ 115 41 |

These sums were expended after the 1st of May, 1885, in order to qualify for new grants; and are to be deducted from the Annual Report of 1885-6, as belonging to the year 1884-5.

10.—Number of Members in 1884-5.

Only 112 Institutes reported the number of members. The total number on Table B shows an average of 138 members to each Institute.

Total number of members in 112 Institutes, 16,259.

11.—*Number of Volumes in Libraries, and Number of Volumes Issued.*

112 Institutes reported the number of volumes in Libraries, and the number of volumes issued during the year. This is a very great improvement on the Report preceding years, and is no doubt attributable to the introduction of Registers with a proper system of classification, which were prepared by the Secretary of the Ontario Mechanics' Institute Association, and sold to the Institute at cost prices.

| | Number of Volumes in Libraries. | Number of Volumes Issued. |
|----------------------------|---------------------------------|---------------------------|
| Biography | 20,074 | 18,179 |
| Fiction | 59,564 | 322,042 |
| History | 22,574 | 20,757 |
| Miscellaneous | 41,005 | 55,473 |
| Periodical Literature..... | 11,833 | 37,445 |
| Poetry and the Drama..... | 7,612 | 7,334 |
| Religious Literature | 7,820 | 5,338 |
| Science and Art..... | 25,254 | 19,304 |
| Voyages and Travels..... | 18,888 | 36,422 |
| Works of Reference..... | 16,293 | 6,677 |

Total number of Vols..... 230,917 Total No. Vols. issued 528,971

The total amount expended for Books in 1884-5 was \$35,226.05.

For details see Tables A and B.

12.—*Reading Rooms in 1884-5.*

68 Institutes report having Reading Rooms.

| | |
|-----------------------------|------|
| Number of Periodicals | 962 |
| Number of Newspapers | 1119 |

The total amount expended for Reading Rooms in 1884-5 was \$6,655.17.

For details see Tables A and B.

13.—*Evening Classes in 1884-5.*

19 Institutes conducted elementary classes in the following subjects:—Writing, Phonography, Book-keeping, English Grammar, Arithmetic, Mensuration, Telegraphy.

For details see Table C.

43 Institutes conducted classes in Drawing in the following subjects:—Free Hand Drawing, Practical Geometry, Linear Perspective, Model Drawing, Memory and Black-board Drawing, Architectural Drawing.

For details see Table D.

A simultaneous examination was held in Drawing at the Institutes on the first of May, under the supervision of presiding examiners appointed by the Minister of Education. The papers were returned to this Department for examination, and the results will be seen in Table E.

In addition to the sum of \$100 paid to each Institute for maintenance of Drawing Classes, one dollar was paid for each single certificate taken, or two dollars for two or more certificates. The amount paid was \$496. For details see Table E.

The total amount expended in 1884-5 for Evening Classes was \$5,790.80.

Candidates at the examination who were awarded five proficiency certificates, received Certificates of Grade B., qualifying them to teach Drawing in Public Schools and Mechanics' Institutes. See Register of Certificates on Art School Report.

TABLE B.--Membership,

| MECHANICS' INSTITUTES. | Number of Members. | No. of Volumes in Library. | | | | | | | | | | Total No. of Volumes. |
|----------------------------------|--------------------|----------------------------|----------|----------|----------------|------------------------|-----------------------|-----------------------|------------------|----------------------|---------------------|-----------------------|
| | | Biography. | Fiction. | History. | Miscellaneous. | Periodical Literature. | Poetry and the Drama. | Religious Literature. | Science and Art. | Voyages and Travels. | Works of Reference. | |
| 1 Ailsa Craig..... | 102 | 198 | 228 | 148 | 444 | 41 | 48 | 123 | 191 | 108 | 25 | 1554 |
| 2 Almonte..... | 170 | 63 | 104 | 140 | 74 | 83 | 21 | 114 | 115 | 53 | 61 | 828 |
| 3 Alton..... | 36 | 33 | 139 | 85 | 141 | ..... | 22 | ..... | 22 | 26 | 27 | 495 |
| 4 Arkona..... | 72 | 8 | 110 | 25 | 103 | 17 | 20 | ..... | 60 | 20 | 37 | 400 |
| 5 Arnprior..... | 98 | 12 | 109 | 16 | 52 | 146 | 24 | 2 | 26 | 18 | 1 | 406 |
| 6 Arthur..... | 51 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 7 Aylmer..... | 213 | 161 | 362 | 173 | 382 | 34 | 76 | ..... | 187 | 112 | 106 | 1593 |
| 8 Ayr..... | 111 | 300 | 736 | 313 | 597 | 81 | 82 | 101 | 224 | 249 | 38 | 2721 |
| 9 Barrie..... | 320 | 332 | 874 | 344 | 333 | 105 | 84 | ..... | 276 | 356 | 46 | 2750 |
| 10 Belleville..... | 160 | 74 | 764 | 193 | 307 | ..... | 45 | 100 | 87 | 94 | 154 | 1818 |
| 11 Berlin (Free Library)..... | ..... | 193 | 270 | 240 | 467 | 196 | 37 | 72 | 232 | 157 | 202 | 2066 |
| 12 Bolton..... | 64 | 48 | 134 | 71 | ..... | 52 | 33 | 5 | 36 | 19 | 38 | 436 |
| 13 Bowmanville..... | 75 | 85 | 458 | 133 | 170 | 81 | 28 | 220 | 87 | 143 | 20 | 1425 |
| 14 Blyth..... | 48 | 84 | 159 | 89 | 274 | 64 | 59 | ..... | 63 | 76 | 15 | 883 |
| 15 Bracebridge..... | 37 | 69 | 283 | 92 | 173 | ..... | 63 | 51 | 92 | 64 | ..... | 887 |
| 16 Brantford (Free Library)..... | 1765 | 504 | 1770 | 483 | 644 | 288 | 158 | 162 | 580 | 326 | 127 | 5042 |
| 17 Brighton..... | 64 | 97 | 272 | 145 | 156 | 49 | 33 | 28 | 130 | 105 | 37 | 1052 |
| 18 Brockville..... | 190 | 136 | 400 | 87 | 100 | 50 | 24 | 20 | 48 | 34 | 31 | 930 |
| 19 Brussels..... | 62 | 137 | 121 | 116 | 330 | ..... | 33 | ..... | 103 | 61 | 15 | 916 |
| 20 Caledon..... | 37 | 34 | 155 | 45 | 93 | ..... | 12 | 14 | 45 | 13 | ..... | 411 |
| 21 Caledonia..... | 33 | 41 | 199 | 41 | 149 | 73 | 14 | 11 | 29 | 29 | 5 | 591 |
| 22 Campbellford..... | 124 | 141 | 258 | 272 | 418 | 52 | 47 | 3 | 285 | 40 | 40 | 1556 |
| 23 Carleton Place..... | 143 | 20 | 141 | 25 | 15 | ..... | 14 | ..... | 54 | 60 | 14 | 343 |
| 24 Chatham..... | 255 | 130 | 500 | 320 | 490 | 68 | 91 | 23 | 158 | 486 | 45 | 2311 |
| 25 Cheltenham..... | 39 | 40 | 84 | 51 | 84 | 8 | 2 | 11 | 23 | 8 | ..... | 311 |
| 26 Clarksburg..... | 20 | 32 | 114 | 29 | 47 | ..... | 16 | 29 | 34 | 23 | 19 | 343 |
| 27 Claude..... | 29 | 89 | 144 | 109 | 214 | 21 | 23 | 21 | 113 | 78 | 17 | 829 |
| 28 Clinton..... | 158 | 154 | 408 | 221 | 201 | 139 | 54 | 39 | 176 | 123 | 56 | 1571 |
| 29 Colborne..... | 98 | 46 | 675 | 72 | 200 | 22 | 58 | ..... | 56 | 51 | ..... | 1180 |
| 30 Collingwood..... | 72 | 278 | 576 | 480 | 520 | 118 | 84 | 68 | 436 | 468 | 165 | 3193 |
| 31 Drayton..... | 136 | 35 | 120 | 12 | 49 | 20 | 19 | 22 | 35 | 18 | 16 | 346 |
| 32 Dundas..... | 108 | 908 | 888 | 605 | 1017 | ..... | ..... | ..... | 1315 | 936 | 195 | 5864 |
| 33 Dunnville..... | 42 | 129 | 346 | 168 | 327 | 15 | 18 | 7 | 74 | 103 | 53 | 1240 |
| 34 Durham..... | 85 | 228 | 522 | 156 | 290 | ..... | 45 | 12 | 230 | 110 | 30 | 1623 |
| 35 Elora..... | 206 | 557 | 1202 | 544 | 940 | 492 | 172 | 151 | 1203 | 637 | 189 | 6087 |
| 36 Embro..... | 81 | 179 | 428 | 237 | 239 | 6 | 54 | ..... | 69 | 51 | 39 | 1302 |
| 37 Ennottville..... | 47 | 114 | 192 | 98 | 123 | 118 | 42 | 125 | 155 | 65 | 51 | 1083 |
| 38 Exeter..... | 60 | 98 | 438 | 102 | 203 | 26 | 73 | 78 | 116 | 113 | 77 | 1324 |
| 39 Fenelon Falls..... | 123 | 37 | 447 | 172 | 102 | 10 | 28 | 45 | 123 | 90 | 35 | 1089 |
| 40 Forest..... | 125 | 126 | 243 | 84 | 139 | ..... | 34 | 77 | 152 | 37 | 10 | 902 |
| 41 Fergus..... | 84 | 217 | 299 | 417 | 296 | 475 | 84 | 185 | 370 | 221 | 80 | 2644 |
| 42 Galt..... | 418 | 279 | 665 | 334 | 546 | 493 | 138 | 160 | 468 | 290 | 203 | 3576 |
| 43 Garden Island..... | 134 | 110 | 277 | 402 | 246 | 19 | 121 | 3 | 774 | 420 | 92 | 2464 |
| 44 Georgetown..... | 40 | 70 | 232 | 106 | 277 | ..... | 25 | 34 | 180 | 41 | 35 | 1000 |
| 45 Glencoe..... | 60 | 113 | 166 | 130 | 191 | ..... | 48 | 33 | 100 | 31 | 20 | 832 |
| 46 Goderich..... | 135 | 222 | 411 | 250 | 308 | 82 | 80 | 97 | 255 | 170 | 30 | 1905 |

Libraries and Reading Rooms, 1884-5.

| No. of Volumes Issued. | | | | | | | | | | | Reading Room. | |
|------------------------|----------|----------|----------------|------------------------|-----------------------|-----------------------|------------------|----------------------|---------------------|-----------------------|---------------------|--------------------|
| Biography. | Fiction. | History. | Miscellaneous. | Periodical Literature. | Poetry and the Drama. | Religious Literature. | Science and Art. | Voyages and Travels. | Works of Reference. | Total No. of Volumes. | No. of Periodicals. | No. of Newspapers. |
| 1 91 | 539 | 57 | 624 | 136 | 25 | 106 | 85 | 164 | | 1827 | | |
| 2 4 | 15 | 10 | 28 | 2 | 6 | 4 | | 8 | 4 | 81 | 10 | 17 |
| 3 28 | 248 | 25 | 56 | | 19 | | 14 | 22 | | 412 | | |
| 4* | | | | | | | | | | | | |
| 5 11 | 276 | 16 | 64 | 248 | 17 | 7 | 17 | 57 | | 713 | 15 | 5 |
| 6* | | | | | | | | | | | | |
| 7 94 | 2363 | 83 | 327 | 116 | 40 | | 103 | 176 | 5 | 3307 | 11 | 1 |
| 8 72 | 1500 | 94 | 280 | 725 | 33 | 61 | 72 | 205 | 2 | 3044 | 7 | 14 |
| 9 287 | 3976 | 298 | 203 | 363 | 43 | | 258 | 1325 | | 6753 | 19 | 7 |
| 10 240 | 1100 | 575 | 800 | | 100 | 81 | 175 | 317 | 250 | 3638 | | |
| 11 52 | 2158 | 172 | 929 | 40 | 54 | 31 | 137 | 504 | | 4077 | 15 | 21 |
| 12 | | | | | | | | | | | 7 | 2 |
| 13 25 | 274 | 55 | 13 | 16 | 4 | 22 | 2 | 10 | | 421 | | |
| 14 20 | 57 | 40 | 321 | | 10 | | 28 | 72 | | 548 | | |
| 15* | | | | | | | | | | | | |
| 16 1096 | 32131 | 1088 | 1334 | 1634 | 384 | 307 | 1057 | 1417 | | 40448 | 22 | 24 |
| 17 82 | 746 | 65 | 55 | 86 | 36 | 12 | 42 | 260 | 7 | 1391 | 7 | 12 |
| 18 100 | 500 | 200 | 208 | 120 | 20 | 10 | 100 | 100 | 25 | 1383 | 17 | 17 |
| 19 80 | 185 | 75 | 182 | | 22 | | 25 | 150 | 28 | 747 | | |
| 20 32 | 495 | 15 | 84 | | 9 | 4 | 51 | 35 | | 725 | 5 | 1 |
| 21* | | | | | | | | | | | | |
| 22 12 | 337 | 14 | 117 | 114 | | 2 | 13 | 9 | | 618 | 9 | 18 |
| 23 35 | 848 | 71 | 65 | | 67 | | 134 | 307 | | 1527 | 5 | 17 |
| 24 80 | 5275 | 120 | 250 | 200 | 35 | 10 | 100 | 250 | | 6320 | 23 | 5 |
| 25 21 | 83 | 31 | 117 | 35 | 2 | 27 | 47 | 54 | | 417 | | |
| 26 42 | 180 | 28 | 36 | | 10 | 15 | 31 | 28 | 10 | 380 | | |
| 27 26 | 117 | 12 | 61 | 27 | 13 | 5 | 14 | 15 | 1 | 291 | | |
| 28 450 | 970 | 391 | 860 | 1756 | 168 | 129 | 254 | 584 | 90 | 5652 | 28 | 10 |
| 29 35 | 1010 | 79 | 211 | 27 | 25 | | 49 | 121 | | 1557 | | |
| 30 126 | 1380 | 325 | 470 | 62 | 48 | 130 | 376 | 538 | | 3455 | 17 | 8 |
| 31 133 | 708 | 84 | 64 | 64 | 2 | 64 | 42 | 144 | | 1305 | 7 | 6 |
| 32 135 | 1086 | 94 | 105 | | | | 150 | 573 | 630 | 2773 | 7 | 8 |
| 33 572 | 2151 | 1071 | 1757 | 246 | 268 | | 576 | 607 | | 7248 | | |
| 34 154 | 1545 | 84 | 212 | | 38 | 17 | 131 | 520 | | 2701 | | |
| 35 139 | 1877 | 135 | 220 | 955 | 70 | 52 | 201 | 211 | | 3860 | 14 | 14 |
| 36 386 | 649 | 172 | 256 | 25 | 58 | | 95 | 32 | | 1673 | 6 | 9 |
| 37 15 | 460 | 15 | 25 | 86 | 10 | 22 | 28 | 43 | | 704 | | |
| 38 112 | 996 | 66 | 217 | 24 | 38 | 60 | 56 | 174 | 53 | 1796 | 2 | 1 |
| 39 95 | 1640 | 115 | 95 | 10 | 25 | 53 | 67 | 439 | | 2539 | 10 | 22 |
| 40 198 | 1570 | 91 | 148 | | 49 | 96 | 138 | 107 | | 2397 | 4 | 7 |
| 41 69 | 971 | 130 | 329 | 303 | 71 | 19 | 94 | 134 | 4 | 2124 | | |
| 42 301 | 4907 | 308 | 607 | 3329 | 135 | 82 | 310 | 1287 | 14 | 11280 | 24 | 25 |
| 43 232 | 802 | 221 | 74 | 22 | 50 | 3 | 140 | 184 | 5 | 1733 | 14 | 16 |
| 44 30 | 385 | 45 | 324 | | 23 | 12 | 36 | 42 | 4 | 901 | 2 | 7 |
| 45 131 | 720 | 295 | 165 | | 47 | 17 | 101 | 158 | | 1634 | | |
| 46 213 | 1425 | 129 | 88 | 83 | 15 | 110 | 158 | 207 | | 2428 | 16 | 19 |

* No classified report kept.

TABLE B.—Membership

| MECHANICS' INSTITUTES. | Number of Members. | NO. OF VOLUMES IN LIBRARY. | | | | | | | | | | Total No. of Volumes. |
|-----------------------------|--------------------|----------------------------|----------|----------|----------------|------------------------|-----------------------|-----------------------|------------------|----------------------|---------------------|-----------------------|
| | | Biography. | Fiction. | History. | Miscellaneous. | Periodical Literature. | Poetry and the Drama. | Religious Literature. | Science and Art. | Voyages and Travels. | Works of Reference. | |
| 47 Grimsby | 99 | 160 | 440 | 193 | 801 | 21 | 25 | 27 | 569 | 342 | 27 | 2545 |
| 48 Guelph (Free Library) .. | 1581 | 428 | 993 | 419 | 425 | 441 | 102 | 196 | 457 | 398 | 176 | 4035 |
| 49 Hanover | 25 | 42 | 117 | 117 | 69 | 7 | 22 | 22 | 36 | 57 | 10 | 499 |
| 50 Harriston | 108 | 117 | 500 | 140 | 290 | 300 | 78 | 150 | 350 | 160 | 40 | 2125 |
| 51 Hespeler | 152 | 191 | 331 | 163 | 329 | 19 | 73 | .... | 206 | 101 | 79 | 1492 |
| 52 Ingersoll | 158 | 214 | 520 | 193 | 382 | .... | 53 | .... | 126 | 151 | .... | 1639 |
| 53 Kemptville | 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 54 Kincardine | 215 | 145 | 568 | 144 | 316 | 378 | 84 | 87 | 170 | 102 | 106 | 2100 |
| 55 Kingston | 300 | 350 | 1520 | 295 | 180 | 764 | 70 | 160 | 400 | 360 | 210 | 4309 |
| 56 Lancaster | 26 | 11 | 24 | 28 | 44 | .... | 7 | .... | 27 | 5 | 11 | 157 |
| 57 Lindsay | 104 | 100 | 381 | 173 | 247 | 19 | 31 | 50 | 120 | 73 | 40 | 1234 |
| 58 Listowel | 162 | 37 | 150 | 64 | 90 | 8 | 28 | 13 | 34 | 19 | .... | 443 |
| 59 London | 397 | 230 | 920 | 254 | 734 | 410 | 111 | 155 | 268 | 149 | 145 | 3376 |
| 60 Lucan | 57 | 60 | 127 | 96 | 105 | 10 | 36 | 9 | 40 | 51 | 20 | 554 |
| 61 Meaford | 96 | 88 | 305 | 100 | 186 | 5 | 48 | .... | 72 | 65 | .... | 869 |
| 62 Merriton | 78 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 63 Midland | 100 | 28 | 93 | 25 | 64 | 5 | 18 | 20 | 37 | 27 | 16 | 333 |
| 64 Mitchell | 176 | 111 | 366 | 217 | 498 | 179 | 30 | 47 | 49 | 191 | 118 | 1806 |
| 65 Mount Forest | 77 | 107 | 194 | 138 | 125 | .... | 40 | 32 | 88 | 47 | 20 | 791 |
| 66 Napanee | 149 | 305 | 303 | .... | 172 | .... | .... | .... | 139 | 129 | .... | 1048 |
| 67 New Hamburg | 60 | 29 | 184 | 35 | 130 | .... | 20 | .... | 19 | 11 | 11 | 439 |
| 68 Newmarket | 74 | 63 | 270 | 96 | 206 | 21 | 33 | 23 | 54 | 123 | 4 | 893 |
| 69 Niagara | 50 | 355 | 560 | 452 | 100 | 175 | 171 | 425 | 300 | 275 | 100 | 2913 |
| 70 Niagara Falls | 190 | 225 | 740 | 265 | 375 | 15 | 104 | .... | 339 | 167 | 44 | 2274 |
| 71 Norwich | 61 | 85 | 476 | 93 | 205 | 56 | 34 | 102 | 57 | 79 | 40 | 1227 |
| 72 Oakville | 56 | 159 | 103 | 124 | 212 | .... | 52 | 121 | 118 | 117 | 19 | 1025 |
| 73 Orangeville | 106 | 101 | 529 | 119 | 203 | .... | 12 | 45 | 66 | 61 | 57 | 1193 |
| 74 Orillia | 241 | 130 | 444 | 171 | 241 | 16 | 59 | 27 | 338 | 187 | 29 | 1642 |
| 75 Owen Sound | 130 | 122 | 599 | 245 | 235 | 28 | 65 | 40 | 185 | 133 | 34 | 1686 |
| 76 Paisley | 170 | 80 | 450 | 100 | 300 | .... | 100 | 200 | 200 | 100 | 70 | 1600 |
| 77 Paris | 264 | 403 | 684 | 526 | 508 | 271 | 146 | 290 | 462 | 352 | 181 | 3823 |
| 78 Parkdale | 100 | 29 | 499 | 49 | 211 | 40 | 13 | 10 | 63 | 51 | 39 | 1004 |
| 79 Penetanguishene ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 80 Perth | 176 | 199 | 267 | 227 | 559 | 30 | 66 | .... | 130 | 151 | 25 | 1654 |
| 81 Peterborough | 273 | 412 | 679 | 308 | 2069 | 117 | 117 | 196 | 462 | 352 | 148 | 4860 |
| 82 Point Edward | 118 | 130 | 410 | 190 | 230 | .... | 15 | 12 | 200 | 120 | 18 | 1325 |
| 83 Port Hope | 170 | 238 | 819 | 177 | 233 | .... | 36 | 5 | 149 | 190 | 40 | 1887 |
| 84 Port Perry | 22 | 157 | 209 | .... | 204 | 26 | 55 | 71 | 144 | 35 | .... | 901 |
| 85 Prescott | 118 | 240 | 391 | 161 | 306 | .... | 67 | 48 | 123 | 220 | 34 | 1590 |
| 86 Preston | 79 | 436 | 377 | 398 | .... | 134 | 756 | .... | 1054 | 556 | 107 | 3818 |
| 87 Renfrew | 78 | 161 | 440 | 200 | 272 | 160 | 61 | .... | 182 | 77 | 23 | 1576 |
| 88 Richmond Hill | 42 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 89 Ridgetown | 126 | 69 | 694 | 166 | 274 | 620 | 24 | 37 | 178 | 64 | 30 | 2156 |

Libraries and Reading Rooms, 1884-5.

| No. of VOLUMES ISSUED. | | | | | | | | | | | | READING ROOM. | |
|------------------------|-------|----------|----------|----------------|------------------------|-----------------------|-----------------------|------------------|----------------------|---------------------|-----------------------|---------------------|--------------------|
| Biography. | | Fiction. | History. | Miscellaneous. | Periodical Literature. | Poetry and the Drama. | Religious Literature. | Science and Art. | Voyages and Travels. | Works of Reference. | Total No. of Volumes. | No. of Periodicals. | No. of Newspapers. |
| 47 68 | 1719 | 45 | 263 | 774 | 16 | 15 | 73 | 335 | 65 | 3373 | 9 | 13 | |
| 48 793 | 15111 | 904 | 796 | 2724 | 206 | 432 | 781 | 2321 | 1163 | 25231 | 24 | 13 | |
| 49 20 | 146 | 58 | 52 | 12 | 5 | 12 | 16 | 33 | | 354 | | | |
| 50 44 | 1616 | 120 | 210 | 212 | 50 | 76 | 56 | 307 | 6 | 2697 | 7 | 6 | |
| 51 150 | 642 | 90 | 754 | 1125 | 67 | | 183 | 194 | | 3205 | | | |
| 52 83 | 2103 | 141 | 254 | | 23 | | 53 | 149 | | 2806 | | | |
| 53* | | | | | | | | | | | | | |
| 54 170 | 2363 | 206 | 470 | 1977 | 100 | 57 | 171 | 102 | 24 | 5640 | 26 | 8 | |
| 55 75 | 5850 | 184 | 340 | 3040 | 52 | 66 | 63 | 280 | 100 | 10050 | 28 | 12 | |
| 56 4 | 23 | 19 | 16 | | 2 | | 12 | 3 | | 79 | 1 | 8 | |
| 57 130 | 910 | 160 | 347 | | 60 | 25 | 210 | 460 | | 2302 | 19 | 13 | |
| 58 42 | 474 | 61 | 204 | 103 | 17 | 16 | 28 | 51 | | 996 | | | |
| 59 116 | 3225 | 162 | 252 | 147 | 64 | 5 | 144 | 217 | | 4332 | 20 | 33 | |
| 60 95 | 198 | 86 | 49 | 4 | 27 | 45 | 16 | 73 | 4 | 597 | | | |
| 61 77 | 594 | 129 | 80 | 100 | 48 | | 103 | 147 | | 1278 | | | |
| 62* | | | | | | | | | | | | | |
| 63 70 | 645 | 45 | 71 | 18 | 18 | 27 | 14 | 142 | | 1050 | 13 | 5 | |
| 64 96 | 1684 | 188 | 1028 | 126 | 27 | 29 | 58 | 332 | | 3568 | 11 | 12 | |
| 65 41 | 216 | 43 | 32 | | 9 | 5 | 33 | 22 | | 401 | 4 | 12 | |
| 66 48 | 400 | | 100 | | | | 49 | 128 | | 725 | 12 | 6 | |
| 67 17 | 244 | 33 | 112 | | 10 | | 4 | 14 | 2 | 436 | 2 | 5 | |
| 68 4 | 644 | 27 | 217 | 9 | 1 | 10 | 11 | 132 | | 1055 | | | |
| 69 467 | 1100 | 150 | 700 | 1950 | 600 | 125 | 19 | 576 | 25 | 5712 | 10 | 3 | |
| 70 95 | 1950 | 137 | 420 | 140 | 162 | | 75 | 106 | | 3085 | 9 | 6 | |
| 71 31 | 1116 | 50 | 89 | 50 | 7 | 20 | 13 | 73 | | 1449 | | | |
| 72 24 | 161 | 19 | 31 | | 11 | 23 | 34 | 96 | 13 | 412 | | | |
| 73* | | | | | | | | | | | | | |
| 74 113 | 2310 | 209 | 174 | 122 | 77 | 31 | 214 | 1052 | 1 | 4303 | 17 | 7 | |
| 75 56 | 3796 | 125 | 196 | 10 | 45 | 50 | 225 | 274 | 15 | 4792 | | | |
| 76 75 | 600 | 80 | 400 | | 25 | 150 | 120 | 190 | 30 | 1670 | | | |
| 77 178 | 3410 | 208 | 889 | 719 | 100 | 121 | 201 | 237 | | 6063 | 35 | 11 | |
| 78 29 | 1521 | 79 | 281 | 178 | 21 | 12 | 54 | 140 | 1 | 2316 | 11 | 9 | |
| 79 | | | | | | | | | | | 11 | 45 | |
| 80 261 | 1537 | 413 | 1951 | 193 | 74 | | 116 | 598 | 24 | 5167 | 8 | 11 | |
| 81 218 | 2465 | 220 | 2672 | 153 | 63 | 91 | 368 | 321 | 180 | 6751 | 23 | 19 | |
| 82 33 | 1284 | 161 | 199 | | 16 | 13 | 77 | 123 | 5 | 1911 | 7 | 7 | |
| 83 120 | 4821 | 53 | 174 | | 21 | 3 | 36 | 119 | | 5347 | 33 | 13 | |
| 84 39 | 563 | | 104 | | 8 | 23 | 30 | 10 | | 777 | | | |
| 85 45 | 1020 | 31 | 65 | | 27 | 30 | 50 | 460 | 30 | 1758 | | | |
| 86 88 | 790 | 73 | | 206 | 236 | | 165 | 394 | 11 | 1963 | 29 | 7 | |
| 87 47 | 1741 | 82 | 185 | 223 | 37 | | 48 | 108 | | 2471 | | | |
| 88 20 | 157 | 23 | 190 | 193 | 7 | 10 | 6 | 12 | 5 | 623 | | | |
| 89 70 | 1680 | 125 | 80 | 250 | 50 | | 201 | 403 | 30 | 2889 | 20 | 2 | |

* No classified report kept.

TABLE B.—Membership,

| MECHANICS' INSTITUTES. | Number of Members. | NO. OF VOLUMES IN LIBRARY. | | | | | | | | | | |
|--------------------------------------|--------------------|----------------------------|----------|----------|----------------|------------------------|-----------------------|-----------------------|------------------|----------------------|---------------------|-----------------------|
| | | Biography. | Fiction. | History. | Miscellaneous. | Periodical Literature. | Poetry and the Drama. | Religious Literature. | Science and Art. | Voyages and Travels. | Works of Reference. | Total No. of Volumes. |
| 90 Scarboro' | 57 | 218 | 341 | 221 | 146 | 220 | 52 | 317 | 191 | 198 | 34 | 1938 |
| 91 Schomberg | 90 | 25 | 21 | 38 | 29 | 22 | 22 | 47 | 24 | 41 | 11 | 258 |
| 92 Seaforth | 346 | 278 | 775 | 354 | 195 | 217 | 61 | 89 | 319 | 164 | 224 | 2676 |
| 93 Simcoe (Free Library). | 215 | 269 | 930 | 367 | 309 | 143 | 108 | 75 | 214 | 261 | 96 | 2742 |
| 94 Smith's Falls | 215 | 388 | 442 | 237 | 583 | 91 | 57 | 150 | 398 | 234 | 151 | 2731 |
| 95 Stouffville | 84 | 68 | 251 | 76 | 190 | 11 | 37 | 69 | 173 | 75 | 59 | 1009 |
| 96 Stratford | 116 | 190 | 1200 | 295 | 900 | 300 | 100 | 25 | 295 | 275 | 36 | 3616 |
| 97 Strathroy | 307 | 167 | 805 | 299 | 291 | 156 | 98 | 81 | 261 | 176 | 78 | 2392 |
| 98 Streetsville | 67 | 215 | 532 | 232 | 140 | 33 | 209 | 68 | 294 | 152 | 54 | 1929 |
| 99 St. Catharines | 271 | 521 | 1443 | 533 | 676 | 316 | 168 | 258 | 530 | 561 | 71 | 5077 |
| 100 St. George | 96 | 124 | 622 | 178 | 132 | 43 | 28 | 62 | 88 | 140 | 36 | 1453 |
| 101 St. Mary's | 130 | 400 | 700 | 500 | 1000 | 140 | 150 | 280 | 420 | 350 | 110 | 4050 |
| 102 St. Thomas (Free Lib.) | 105 | 105 | 718 | 181 | 1098 | 125 | 36 | 40 | 150 | 113 | 60 | 2626 |
| 103 Teeswater | 44 | 70 | 177 | 68 | 67 | 3 | 19 | 15 | 29 | 55 | ..... | 503 |
| 104 Thorndale | 95 | 28 | 112 | 31 | 38 | ..... | 14 | 26 | 13 | 11 | ..... | 273 |
| 105 Tilsonburg . . . . . | ..... | 105 | 447 | 67 | 163 | 132 | 42 | 16 | 42 | 35 | 45 | 1094 |
| 106 Toronto (Free Library) . . . . . | ..... | 1639 | 8897 | 1275 | 7104 | 1259 | 464 | 668 | 2085 | 1399 | 10044 | 34834 |
| 107 Uxbridge | 160 | 371 | 1380 | 293 | 300 | 139 | 72 | 150 | 460 | 341 | 113 | 3619 |
| 108 Walkerton | 82 | 44 | 344 | 86 | 258 | ..... | 27 | ..... | 92 | 66 | 28 | 945 |
| 109 Wardsville | 20 | 150 | 207 | 237 | 418 | ..... | 136 | ..... | 177 | 155 | 100 | 1580 |
| 110 Waterdown | 35 | ..... | 75 | 375 | 330 | 120 | 110 | ..... | 120 | 270 | ..... | 1400 |
| 111 Waterloo | 132 | 120 | 833 | 252 | 1084 | 293 | 184 | 55 | 174 | 185 | 50 | 3230 |
| 112 Watford . . . . . | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 113 Welland | 182 | 196 | 739 | 156 | 79 | 53 | 36 | 59 | 292 | 116 | 30 | 1756 |
| 114 Weston | 35 | 16 | 27 | 27 | 7 | ..... | 18 | 21 | 16 | 18 | 11 | 161 |
| 115 Whitby | 98 | 120 | 463 | 192 | 43 | 72 | 18 | 163 | 156 | 217 | 27 | 1471 |
| 116 Wingham | 78 | 186 | 480 | 140 | 213 | 67 | 79 | ..... | 200 | 250 | 35 | 1650 |
| 117 Woodbridge | 42 | 31 | 86 | 57 | 68 | ..... | 20 | 10 | 32 | 29 | 9 | 342 |
| 118 Woodstock | 355 | 340 | 1288 | 346 | 381 | 58 | 79 | 169 | 352 | 348 | 190 | 3551 |
| 119 Wroxeter | 67 | 182 | 130 | 225 | 162 | 53 | 40 | 41 | 119 | 72 | 24 | 1048 |

Libraries and Reading Rooms, 1884-5.

No. of VOLUMES ISSUED.

READING ROOM.

| Biography. | Fiction. | History. | Miscellaneous. | Periodical Literature. | Poetry and the Drama. | Religious Literature. | Science and Art. | Voyages and Travels. | Works of Reference. | Total No. of Volumes. | No. of Periodicals. | No. of Newspapers. |
|------------|----------|----------|----------------|------------------------|-----------------------|-----------------------|------------------|----------------------|---------------------|-----------------------|---------------------|--------------------|
| 90 70 | 658 | 68 | 76 | 291 | 8 | 124 | 72 | 81 | | 1448 | | |
| 91 48 | 49 | 35 | 10 | | 20 | 45 | 22 | 58 | | 299 | | |
| 92 630 | 5042 | 1421 | 812 | 1086 | 245 | 86 | 720 | 1610 | 12 | 11652 | 12 | 18 |
| 93 92 | 5608 | 222 | 272 | 28 | 84 | 160 | 180 | 496 | | 7142 | 15 | 14 |
| 94 302 | 1718 | 250 | 536 | 484 | 53 | 72 | 423 | 246 | | 4084 | 14 | 16 |
| 95 43 | 616 | 17 | 154 | 2 | 8 | 18 | 51 | 82 | | 997 | 8 | 4 |
| 96 250 | 1150 | 475 | 263 | 1579 | 137 | 21 | 140 | 200 | 6 | 4217 | 29 | |
| 97 180 | 4326 | 370 | 333 | 615 | 130 | 69 | 138 | 455 | 19 | 6635 | 17 | 13 |
| 98 41 | 698 | 34 | 55 | 14 | 40 | 8 | 68 | 71 | | 1029 | 7 | 6 |
| 99 367 | 3312 | 294 | 254 | 1190 | 83 | 733 | 238 | 586 | | 7057 | 10 | 9 |
| 100 62 | 646 | 101 | 94 | 175 | 8 | 32 | 75 | 115 | 5 | 1313 | 12 | 6 |
| 101 136 | 2154 | 192 | 398 | 150 | 175 | 125 | 238 | 317 | | 3885 | 10 | 5 |
| 102 145 | 2780 | 205 | 976 | 137 | 32 | 51 | 74 | 202 | | 4602 | 24 | 22 |
| 103 46 | 269 | 45 | 20 | 33 | 20 | 6 | 9 | 83 | | 531 | | |
| 104 35 | 217 | 36 | 38 | | 6 | 32 | 13 | 20 | | 397 | | |
| 105* | | | | | | | | | | | | |
| 106 4323 | 125632 | 4126 | 22450 | 4563 | 1352 | 395 | 6366 | 6676 | 3623 | 179506 | | 367 |
| 107 126 | 1801 | 150 | 181 | 200 | 58 | 117 | 268 | 224 | 86 | 3211 | 22 | 12 |
| 108 5 | 287 | 17 | 122 | | 6 | | 20 | 56 | 10 | 523 | | |
| 109 88 | 55 | 67 | 179 | | 35 | | 10 | 81 | | 515 | | |
| 110 18 | 594 | 21 | 84 | 68 | 11 | 11 | 2 | 24 | | 833 | | |
| 111 102 | 2557 | 239 | 855 | 706 | 121 | 15 | 52 | 513 | 7 | 5167 | | |
| 112* | | | | | | | | | | | | |
| 113 122 | 2795 | 96 | 46 | 5 | 32 | 36 | 120 | 152 | 8 | 3412 | | |
| 114* | | | | | | | | | | | | |
| 115 56 | 1266 | 66 | 33 | 364 | 50 | 124 | 73 | 376 | 33 | 2441 | 10 | 6 |
| 116 103 | 906 | 69 | 101 | 96 | 41 | | 98 | 490 | | 1904 | 18 | 32 |
| 117* | | | | | | | | | | | | |
| 118 301 | 7374 | 182 | 239 | 44 | 99 | 59 | 141 | 883 | | 9322 | 42 | 12 |
| 119 240 | 48 | 26 | 64 | 3 | 2 | 7 | 56 | 1 | | 477 | | |

* No classified report kept.

TABLE C.—Evening Classes, Elementary.

| NAME OF INSTITUTE. | Writing, Phonography and Book-keeping. | English Grammar. | Arithmetic and Mensuration. | Telegraphy. |
|-------------------------------|--|------------------|-----------------------------|-------------|
| Amprior..... | 16 | ..... | 16 | ..... |
| Barrie..... | 11 | ..... | 11 | ..... |
| Bowmanville..... | 21 | ..... | ..... | ..... |
| Brantford (Free Library)..... | 12 | ..... | 12 | ..... |
| Clinton..... | 4 | ..... | 3 | ..... |
| Fergus..... | 17 | 17 | 17 | ..... |
| Garden Island..... | 25 | 14 | 39 | 10 |
| Goderich..... | 16 | ..... | ..... | ..... |
| Hespeler..... | 44 | 44 | 44 | ..... |
| Kingston..... | 32 | 23 | 23 | ..... |
| Midland..... | 24 | ..... | 24 | ..... |
| Napanee..... | 40 | 40 | ..... | ..... |
| Oakville..... | 36 | ..... | 33 | ..... |
| Orillia..... | 13 | 13 | 13 | ..... |
| Paisley..... | 27 | 27 | 27 | ..... |
| Ridgetown..... | 8 | ..... | 14 | ..... |
| Seaforth..... | 30 | 13 | 29 | ..... |
| Smith's Falls..... | 12 | 12 | 12 | ..... |
| Welland..... | 10 | 10 | 10 | ..... |

TABLE D.—Evening Classes, Drawing,

| NAME OF INSTITUTE. | Freehand. | Geometry. | Perspective. | Model. | Memory. | Architectural. | Machines. |
|--------------------------------|-----------|-----------|--------------|--------|---------|----------------|-----------|
| Aylmer | 14 | 14 | 14 | 14 | 14 | | |
| Aurora | 28 | 21 | 22 | 28 | 26 | | |
| Barrie | 16 | 17 | 17 | 16 | 14 | | |
| Berlin (Free Library) | 23 | 30 | 30 | 22 | 18 | | |
| Bolton | 14 | 14 | 10 | 14 | 12 | | |
| Bowmanville | 19 | 21 | 13 | 13 | 22 | | |
| Bracebridge | 16 | 11 | 14 | 15 | 15 | | |
| Brantford (Free Library) | 36 | 36 | 36 | 3 | 4 | | |
| Brockville | 27 | 27 | 26 | | 24 | | |
| Carleton Place | | 21 | | | | | 17 |
| Clinton | 1 | | | | | | |
| Dundas | 9 | 9 | | 5 | | | |
| Elora | 18 | 18 | 16 | 15 | 9 | | |
| Fergus | 10 | 13 | 9 | 7 | 13 | | |
| Galt | 26 | 29 | 3 | | 4 | 4 | 25 |
| Garden Island | 25 | 18 | | | | | |
| Ingersoll | 70 | 69 | 70 | 54 | 54 | | |
| Kincardine | 71 | 12 | 64 | 19 | 18 | | |
| Kingston | 13 | 10 | 12 | 3 | 9 | | |
| Lindsay | 35 | 35 | 35 | 35 | 35 | | |
| Midland | 25 | | 2 | | | | |
| Milton | 27 | 27 | 27 | 27 | 27 | | |
| Mount Forest | 56 | 56 | 56 | | | | |
| Napanee | 20 | 20 | | 20 | 20 | | |
| New Hamburg | 34 | 34 | 34 | 34 | 34 | | |
| Newmarket | 51 | 51 | 49 | 21 | 21 | | |
| Oakville | 32 | 32 | 31 | 32 | 31 | | |
| Orangeville | 43 | 43 | 43 | | | | |
| Orillia | 19 | 18 | 14 | 13 | 13 | | |
| Paris | 59 | 59 | 59 | 59 | 59 | | |
| Perth | 13 | 16 | 17 | 12 | 13 | | |
| Petrolia | 17 | 10 | 11 | 17 | 16 | | |
| Prescott | 64 | 64 | 64 | 64 | 64 | | |
| Seaforth | 19 | 21 | 24 | 16 | 14 | | |
| Smith's Falls | 12 | 12 | 12 | 12 | 12 | | |
| Stouffville | 14 | 14 | 14 | 14 | 14 | | |
| Strathroy | 11 | 29 | 28 | 12 | 12 | | |
| Streetsville | 20 | 20 | 20 | 20 | 20 | | |
| St. George | 36 | 15 | 16 | 36 | 15 | | |
| St. Mary's | 19 | 14 | 18 | 17 | 15 | | |
| Uxbridge | 35 | | | 35 | | | |
| Walkerton | 39 | 25 | 25 | 24 | 23 | | |
| Whitby | 34 | 34 | 34 | 34 | 34 | | |

TABLE E.—Evening Classes Drawing, showing Certificates taken and Extra Grants Paid.

| MECHANICS' INSTITUTES. | Freehand Drawing. | Geometry. | Perspective. | Model. | Memory and B. B. Drawing. | Machine Drawing. | Certificate taken in Grade B. | Money Granted for Certificates. |
|-----------------------------|-------------------|-----------|--------------|--------|---------------------------|------------------|-------------------------------|---------------------------------|
| | | | | | | | | \$ c. |
| Aylmer..... | 3 | 8 | 7 | 6 | 5 | | 3 | 8 00 |
| Aurora | 1 | 4 | 1 | | 2 | | | 6 00 |
| Barrie..... | 2 | 4 | 1 | 1 | 1 | | 1 | 8 00 |
| Berlin (Free Library) | | 12 | 8 | 1 | 1 | | | 19 00 |
| Bolton | 3 | 7 | 6 | 1 | 5 | | 1 | 16 00 |
| Bowmanville *..... | 1 | 14 | 10 | 2 | 5 | | | 10 00 |
| Brockville..... | 5 | 17 | 15 | | | | | 24 00 |
| Carleton Place..... | | 6 | | | | 10 | | 16 00 |
| Dundas | 1 | 4 | | 1 | | | | 5 00 |
| Elora | 3 | 7 | 3 | 4 | | | | 11 00 |
| Fergus | 1 | 9 | | 2 | 1 | | | 11 00 |
| Galt | 2 | 5 | 3 | | 1 | 3 | | 10 00 |
| Garden Island..... | | 13 | | | | | | 12 00 |
| Ingersoll | 8 | 38 | 24 | 3 | 15 | | 2 | 70 00 |
| Kincardine | | 7 | 1 | | | | | 7 00 |
| Kingston | 2 | 1 | 2 | 4 | 3 | | | 3 00 |
| Mount Forest | 3 | 10 | | | | | | 13 00 |
| Napanee | 2 | 6 | | 2 | 2 | | | |
| New Hamburg | 1 | 10 | 9 | 1 | 1 | | | 15 00 |
| Newmarket | 2 | 11 | 4 | 2 | 2 | | 1 | 6 00 |
| Oakville..... | 4 | 8 | 4 | | 1 | | | 7 00 |
| Orangeville..... | 1 | 9 | | 1 | | | | 11 00 |
| Orillia | 4 | 5 | 3 | 4 | 3 | | 1 | 12 00 |
| Paris | 3 | 7 | 4 | 3 | 1 | | | 13 00 |
| Perth | 2 | 5 | 7 | | | | | 7 00 |
| Petrolia..... | 1 | 8 | 5 | 3 | 5 | | 1 | 11 00 |
| Prescott..... | 5 | 18 | 7 | 9 | 5 | | 1 | 28 00 |
| Seaforth..... | 3 | 8 | 4 | 2 | 2 | | 2 | 12 00 |
| Smith's Falls | | 3 | | | | | | 3 00 |
| Strathroy | 5 | 11 | 9 | 2 | 5 | | | 23 00 |
| Streetsville | 1 | 18 | 4 | 1 | 1 | | | 20 00 |
| St. George | 1 | 3 | 3 | 1 | | | | 6 00 |
| St. Mary's | 2 | 12 | 6 | 1 | 2 | | 1 | 20 00 |
| Walkerton | 4 | 22 | 9 | 4 | 5 | | 1 | 16 00 |
| Whitby | 8 | 21 | 12 | | 3 | | | 37 00 |
| Total..... | 84 | 252 | 171 | 61 | 77 | 13 | 15 | 496 00 |

REPORT OF THE ASSOCIATION OF MECHANICS' INSTITUTES OF ONTARIO.

The Seventeenth Annual Meeting of the Association was held in the theatre of the Education Department, Toronto, September 15th, 1885. In the absence of the President, Otto Klotz, Esq., whom a sudden attack of illness had detained, the chair was taken by the Vice-President, the Rev. Father Harris.

The Chairman called the meeting to order, and 75 gentlemen presented their certificates of appointment as Delegates by their respective Institutes.

The Seventeenth Annual Report was then adopted, from which the following abstracts are taken :—

“ That Mechanics' Institutes, or similar organizations, are desirable in every community, is unquestionable. In the absence of the Library, the Reading-room, the Classroom, and the Lectures provided by these institutions, young men are too likely to acquire loose habits of thought and conduct, and to become the frequenters of bar-rooms and other places of questionable resort. Through the opportunities and influences connected with a well equipped Literary Institute, many may be kept from drifting away and leading lives of uselessness and crime, and their minds be directed to nobler aims, and they become more intelligent and better workmen and members of society. Hence, it is both the interest and the duty of parents and guardians and employers of labor, and of all other interested parties, to give every possible encouragement to these institutions, both by money help, and by devoting time and thought to promote their success.

“ Notwithstanding the liberal assistance given by the Legislature, the members of your Committee know, by long experience, that the financial problem is the one, more than any other, that their Boards of Management have to grapple with. If the promotion of industry, intelligence and morality is to the interests of a community, then should annual and liberal municipal grants be made to Mechanics' Institutes. If in some of the principal cities of the Province, the authorities deem it proper to tax the people for the entire sustenance of Free Public Libraries and Reading-rooms, then, surely, there can be no question as to the wisdom of a Municipal Council giving a small sum of money annually, to sustain the local Mechanics' Institute, in the absence of the Free Library.

“ To ensure success to the Local Institute, it is also necessary to secure clean, well lighted and comfortable rooms, in a central position ; and, above and beyond all, executive officers who will feel and manifest an intense interest in, and be willing to spend time and labor in furtherance of its interests.

Evening Classes.

“ Much good is doubtless being accomplished by evening classes, in both the elementary and technical branches, especially in drawing and modelling, as affecting art and art manufactures and decorations.

“ The Teachers' Vacation Classes in art studies, so successfully inaugurated last year by the Minister of Education, in the rooms of the Education Department, has had another very fruitful session ; and it is hoped the result will be that a larger number of accomplished teachers to conduct Institute classes will be increasingly available, from year to year.

“ Your Committee rejoices in the success so far attained ; but would fain see the class system extended to embrace studies applicable to branches of the manufacturing arts other than the merely decorative.

“ While our factories and industrial establishments are increasing in number and extent on every hand, we have no organized system of instruction provided on technical subjects, except in the Ontario School of Science, in which but a very limited number of our mechanics and artisans could possibly attend, even if the studies pursued were more suited

to their special requirements. What we apparently want, and what are so fully provided in Great Britain, France, Germany, Switzerland, and to some extent in the United States, are schools or classes for the study of the principles of mechanics, chemistry as applied to the mechanical and manufacturing arts, etc., wherein the pupils should be made familiar with the chemical nature and uses of the materials and ingredients they are using, or proposing to use in their future occupations and employments.

"This might be done by classes formed in the institutes, and affiliated with and deriving teaching and other necessary help from the Provincial School, in the same manner that the Drawing Classes are now affiliated with and deriving help from the School of Art. Until some scheme of this nature is devised and carried out, our young artisans and manufacturers will not be able to attain to that skill and efficiency which it is their ambition and privilege to reach.

"As the Minister of Education has done, and is still further proposing to do, all in his power to advance the standing and usefulness of the Mechanics' Institutes, and the education of the industrial classes, your Committee trusts that he will take this subject into his favourable consideration, and endeavour to ensure its ultimate success.

Association Lectures.

"The system adopted two years ago, of one free Association Lecture for each Institute that would accept of it, was continued in the past year. The names of approved lecturers and subjects were submitted to the Institutes, with an offer to pay a fee of \$15.00 for one scientific or illustrated lecture, or \$10.00 for a lecture on a general subject; the Hon. the Minister of Education permitting the Institutes to charge, as against the expenditure of their Legislative Grants, similar sums for expenses.

"During the session 57 lectures in all were delivered—38 on scientific or illustrated subjects, and 19 of a general character.

"The aggregate attendance reported at the 57 lectures was 10,418, or an average of nearly 183 per lecture—the smallest attendance reported being 38, and the largest 500.

"The subject of continuing the lecture system was fully discussed, and it was resolved that the lectures be continued.

"The Hon. the Minister of Education now entered the room and was enthusiastically received; and, on being introduced by the Chairman to the meeting, he said that he had come to listen to a discussion upon a subject in which he was, himself, particularly interested. He had come to gain information, and to ascertain their wants. He was pleased to see the Mechanics' Institutes so well represented, and he heartily welcomed the delegates. He hoped they would return home with renewed vigor, that they would be stimulated to do all that they possibly could to place their Mechanics' Institutes in a better position than ever before, and strive to make them a success throughout the Province. In the old country such institutions were doing a great service, and there was no reason why they should not accomplish as much in Ontario. He could only say that they would always find him ready to do everything in his power to assist them in their efforts in that direction.

"The meeting proceeded to consider the Minister's 'Proposed Regulations' respecting Art Schools and Mechanics' Institutes.

"The discussion resulted in the approval of the proposed regulations with some slight modifications.

"The Association then proceeded to the election of office-bearers for the ensuing year, and the following gentlemen were declared elected:—

"*President*.—Rev. Father Harris, of St. Catharines.

"*Vice-President*.—Mr. A. H. Manning, of Clinton.

“Secretary-Treasurer.”—Mr. Wm. Edwards, of Toronto.

“Executive Committee.”—Mr. Thos. Cowan, of Galt ; Mr. N. C. Polson, of Kingston ; Mr. Harcourt, M.P.P., of Welland ; Mr. J. H. Scott, of Kincardine.

“Auditors.”—Mr. John Taylor and Mr. J. K. Macdonald, of Toronto.

“A hearty vote of thanks was then passed to Otto Klotz, Esq., the late President, for the valuable services rendered by him to the Association, and to the associate Institutes during his two years’ term as President.”

‘ W. EDWARDS,’

“Secretary.”

The Treasurer’s audited statement, hereunto appended, shows the total receipts for the year to have been \$1,230.93 ; balance from the previous year, \$1,090.02 ; together, \$2,320.95. The total expenditure for the year has been \$1,188.55 ; the balance in hand \$1,132.40. See detailed statement and vouchers on the table.

All which is respectfully submitted.

Signed by order of the Executive Committee.

OTTO KLOTZ,
President.

W. EDWARDS,
Secretary-Treasurer.

Toronto, September 15th, 1885.

Treasurer’s Analyzed Statement for the Year ending July 31st, 1885.

| 1884. | RECEIPTS. | \$ c. | 1884. | EXPENDITURE. | \$ c. |
|-------|---|----------|-------|--|------------|
| | To Balance in hand, Aug. 1st, 1884..... | 1,090 02 | | By Printing Annual Reports and Circulars, Post-cards, etc..... | 120 75 |
| | “ Legislative Grant for 1884-5..... | 1,200 00 | | “ Binding up, Indexing, etc., Roll Books and Record Books..... | 34 75 |
| | “ Proceeds of Sales of 19 Roll Books..... | 15 00 | | “ Expenses of the Executive Committee for the year.. | 46 50 |
| | “ Proceeds of Sales of 20 Record Books..... | 15 93 | | “ Postage, Telegrams, Blank Books and Stationery... | 51 55 |
| | | | | “ Fees Paid Institutes for thirty-nine Scientific or Illustrated Lectures delivered..... | 585 00 |
| | | | | “ Ditto for 19 General Subject Lectures delivered..... | 190 00 |
| | | | | “ Auditor’s Fees for 1883-4... | 10 00 |
| | | | | “ Sec.-Treasurer’s Remuneration for the year..... | 150 00 |
| | | | | “ Balance in hand, August 1st, 1885..... | 1,132 40 |
| | | 2,220 95 | | | \$2,320 95 |

(Signed) J. K. MACDONALD, } AUDITORS.
JOHN TAYLOR, }

Toronto, August 15th, 1885.

(1.) *Report of Dr. May, Superintendent, Ontario School of Art.*

2. ART SCHOOLS.

Sixth Session of the Ontario School of Art.

This session commenced on the 12th January, 1885. At the entrance examination the following professional certificates were granted.

TORONTO ART SCHOOL.

Grade B.

| | | | |
|--------------------------|----|--------------------------------|----|
| Freehand Drawing. | 9 | Model Drawing. | 14 |
| Practical Geometry. | 13 | Memory and Blackboard Drawing. | 5 |
| Linear Perspective. | 3 | | |

Grade A.

| | | | |
|---------------------------------|---|-----------------------------|---|
| Shading from flat examples | 3 | Advanced Perspective | 5 |
| Outline from the "Round." | 6 | Drawings from Flowers. | 5 |
| Shading from the "Round." | 7 | | |

At the same examination the following certificates were granted to other institutions in affiliation with the Ontario School of Art.

OTTAWA ART SCHOOL.

Grade B.

| | | | |
|-------------------------|---|-------------------------|---|
| Freehand Drawing. | 2 | Linear Perspective | 3 |
| Practical Geometry | 6 | Model Drawing. | 4 |

Grade A.

| | | | |
|---------------------------------|---|--------------------------------|---|
| Shading from flat examples | 3 | Shading from the "Round." | 1 |
|---------------------------------|---|--------------------------------|---|

Special Subjects.

| | | | |
|-----------------------------|---|--------------------------------|---|
| Painting in Oil Colors | 2 | Painting in Water Colors. | 7 |
|-----------------------------|---|--------------------------------|---|

LONDON ART SCHOOL.

Grade B.

| | | | |
|--------------------------|----|-------------------------------|----|
| Freehand Drawing | 6 | Model Drawing. | 10 |
| Practical Geometry | 17 | Memory and Blackboard Drawing | 2 |
| Linear Perspective. | 2 | | |

Grade A.

| | |
|-----------------------|---|
| Machine Drawing | 1 |
|-----------------------|---|

ALMA COLLEGE, ST. THOMAS.

Grade B.

| | | | |
|---------------------------|---|-------------------------|---|
| Certificate, Grade B | 1 | Linear Perspective | 3 |
| Freehand Drawing. | 4 | Model Drawing. | 1 |
| Practical Geometry | 5 | | |

Grade A.

| | | | |
|------------------------------------|---|---------------------------------|---|
| Shading from flat examples | 2 | Drawing from Dictation. | 2 |
| Outline from the "Round." | 2 | Advanced Perspective | 1 |
| Shading from the "Round" | 3 | Industrial design. | 1 |

KINCARDINE MECHANICS' INSTITUTE.

| | | | |
|------------------------------|---|------------------------------|---|
| Practical Geometry | 7 | Linear Perspective | 1 |
|------------------------------|---|------------------------------|---|

ORANGEVILLE MECHANICS' INSTITUTE.

| | | | |
|------------------------------|---|-------------------------|---|
| Freehand Drawing | 1 | Model Drawing | 1 |
| Practical Geometry | 9 | | |

STRATHROY MECHANICS' INSTITUTE.

| | | | |
|------------------------------|---|------------------------------|---|
| Practical Geometry | 8 | Linear Perspective | 5 |
|------------------------------|---|------------------------------|---|

The following teachers were appointed by the Minister of Education :—

Elementary and Advanced Drawing.

Principal.—Mr. W. Cruickshanks, A.R.C.A., Graduate of the Royal Academy, London, and Studio Yvon, Paris ; Mr. Arthur Reading ; Miss Windeat ; Mr. Holmes.

Painting in Oil and Water Colors.

Mr. A. Dickson Patterson, A.R.C.A., Art Department, South Kensington, London.

COURSE OF INSTRUCTION.

Elementary or Primary—Grade B.

1. Freehand Drawing from flat examples.
2. Practical Geometry.
3. Linear Perspective.
4. Model Drawing.
5. Memory and Blackboard Drawing.

Students must pass the necessary examinations in two of these subjects before they can be permitted to study in the advanced classes.

Second or High—Grade A.

1. Shading from flat examples.
2. Outline Drawing from the "Round" (casts or nature).
3. Shading from the "Round."
4. Drawing from flowers and objects of Natural History.
5. Advanced Perspective.
6. Descriptive Geometry and Topographical Drawing.
7. Drawing from dictation.
8. Machine Drawing.
9. Building Construction.
10. Industrial Design.

Special Subjects.

1. Painting in Oil and Water Colors.
2. Modelling in Clay and Wax.
3. Wood Engraving, including Pictorial Work.
4. Wood Carving.

TERMS.

Afternoon Classes in Drawing.—\$6 per term of thirty-six lessons.

Evening Classes in Drawing.—\$3 per term of thirty-six lessons.

Teachers and Normal School students were admitted to these classes at half rates.

Painting Classes.—\$6 per term of twelve lessons.

Modelling Classes.—\$6 per term of twenty lessons.

Wood Engraving Classes.—\$6 per term of twenty lessons.

Fees to be paid in advance.

The classes were conducted as follows:—

Afternoon Classes.—Mondays, Wednesdays, and Fridays from 2 p.m. to 4 p.m.

Evening Classes.—Mondays, Wednesdays, and Fridays, 7.30 p.m. to 9.30 p.m.

Painting Classes.—Saturdays, 12 to 2 p.m.

Certificates and Awards open for competition to students in all Institutions in affiliation with the Ontario School of Art.

Gold Medal presented by the Honorable the Minister of Education for Advanced Course, Grade A.

Rules for Guidance of Competitors for the Gold Medal.

The candidates must be *bona fide* students in regular attendance at the affiliated Institution represented, as no teachers or outside students will be allowed to compete.

1. *Work done during the Session.* There is no restriction as to the character or manner of execution, nor the time occupied in the studies of ornamental design, and outline and shading from the antique, done during the session.

2. *Time Study—Drawing from the Antique, full figure.* The drawing shall not be less than two feet in height, on white paper, in chalk, either with or without the aid of stump, background shaded or plain. Work to be finished in 36 hours, regular school time, without assistance.

3. *Original Design.* This is to be executed in pencil, on paper provided by the Department, size of drawing not less than six inches by four inches; time four hours. The designs recommended are those suitable for wall paper, carpets, oil cloth, or such like purposes.

A Bronze Medal for highest number of marks in Primary Grade B.

A Bronze Medal will also be given for the highest number of marks in Grade B from a Mechanic's Institute Student. As the Education Department will exhibit Art School work at the Colonial Exhibition in London in 1886, the work for competition for medals must be sent to the Department not later than 15th February, 1886.

A proficiency certificate will be awarded for each subject. Any pupil who passes in all the subjects in the Primary Course shall be entitled to a certificate known as grade B; and any pupil who passes in the first eight subjects of the Advanced Course shall be awarded a certificate to be known as grade A. Pupils holding certificates on Machine Drawing and Building Construction may omit Drawing from Flowers, and Drawing from Dictation, when competing for Certificate Grade A.

The holder of a Primary certificate will be legally qualified to teach drawing in a High School, Model School or a Mechanics' Institute; the holder of an Advanced certificate in an Art School. The Education Department will accept a Primary certificate in lieu of the non professional examination in Drawing for any class or grade of public school teacher's certificate.

Any college or private school may, for the purpose of taking the Departmental Examination, and with the consent of the Education Department, be affiliated with the Toronto Art School.

Purposes of the School.

The aim of the Ontario School of Art is to prepare such teachers as may be required for teaching industrial drawing in Public and High Schools, Mechanics' Institutes, and Industrial Art Schools; also, to provide technical instruction and art culture to persons employed in the various trades, manufactures, etc., requiring artistic skill.

The Educational Museum and Library.

The *Museum*, which is accessible to students for purposes of study, contains a collection of several thousand *Reproductions of Art*, consisting of Antiquities; Ancient and Modern Statuary; Paintings and Engravings of the celebrated masters of the Italian,

German, Flemish, French and English Schools; Illustrations of Decorative Art, including Metal Work, Carved Ivory and Wood, Pottery, Porcelain and Glass, Textile Fabrics, Embroidery, Carvings on Ivory, Electrotypes, etc.

The *Library* contains a large collection of Publications on Art applied to Science and manufactures, books of instruction on Drawing and Painting, and illustrated books containing etchings, engravings, and wood-cuts of the pictures and sculptures in the principal galleries of Europe.

The *Art School Rooms* are well equipped with modern Art Studies and appliances for the rapid advancement of students.

To prevent overcrowding, it has been decided to take only a limited number of students, who will be received in the order of their application.

The following detailed statement shows the occupation of the students in attendance this session, and their purpose of study :

| OCCUPATION. | PURPOSE OF STUDY. | NO. OF STUDENTS. |
|----------------------------|-------------------|------------------|
| <i>Afternoon Class.</i> | | Males. |
| Artist..... | Improvement..... | 1 |
| Art Students..... | "..... | 2 |
| Teachers..... | Teaching..... | 2 |
| Telegraph Operator..... | Artist..... | 1 |
| | | Females. |
| Teachers..... | Teaching..... | 4 |
| Art Students..... | "..... | 19 |
| " "..... | Improvement..... | 12 |
| " "..... | Designing..... | 1 |
| No occupation..... | Not given..... | 8 |
| <i>Painting Class.</i> | | Females. |
| Teachers..... | Teaching..... | 2 |
| No occupation..... | "..... | 5 |
| " "..... | Improvement..... | 4 |
| " "..... | Not given..... | 7 |
| <i>Evening Class.</i> | | Males. |
| Artist..... | Artist..... | 1 |
| Art Student..... | Teaching..... | 1 |
| Apprentice..... | Improvement..... | 1 |
| Carpenter..... | Technical..... | 3 |
| Cabinet-maker..... | "..... | 1 |
| Clerks..... | Improvement..... | 2 |
| Draughtsmen..... | Technical..... | 2 |
| Engravers..... | "..... | 7 |
| Marble Cutter..... | "..... | 1 |
| No occupation..... | Improvement..... | 4 |
| Painter..... | "..... | 1 |
| School Pupils..... | "..... | 19 |
| Sign Writer..... | Technical..... | 1 |
| Student-at-Law..... | Improvement..... | 1 |
| Teacher..... | Teacher..... | 1 |
| Train Despatcher..... | Improvement..... | 1 |
| Wood Carver..... | Technical..... | 3 |
| | | Females. |
| Public School Teacher..... | Teaching..... | 14 |
| Art Students..... | "..... | 14 |
| " "..... | Improvement..... | 11 |
| Music Teacher..... | Teaching..... | 1 |
| Total..... | | 158 |

It will be seen from the above that 158 students attended the classes during the sixth term.

A simultaneous examination was held at the close of this session, commencing on the 1st of May, 1886. The following list shows the certificates taken by the Ontario Art School and Institutes affiliated therewith. (For Mechanics' Institute List see Table E).

TORONTO ART SCHOOL.

Grade B.

| | | | |
|---------------------------|----|-------------------------------|----|
| Grade B Certificates..... | 13 | Linear Perspective..... | 16 |
| Freehand Drawing..... | 10 | Model Drawing..... | 11 |
| Practical Geometry | 18 | Memory and Blackboard Drawing | 17 |

Grade A.

| | | | |
|------------------------------|---|------------------------------|---|
| Grade A Certificate..... | 1 | Advanced Perspective | 6 |
| Shading from Flat..... | 6 | Descriptive Geometry | 3 |
| Outline from the "Round".... | 7 | Drawing from Dictation | 6 |
| Shading from the "Round".... | 7 | Industrial Design | 5 |
| Flower Drawing | 8 | | |

Special Subjects.

| | |
|--------------------|---|
| Oil Painting | 2 |
|--------------------|---|

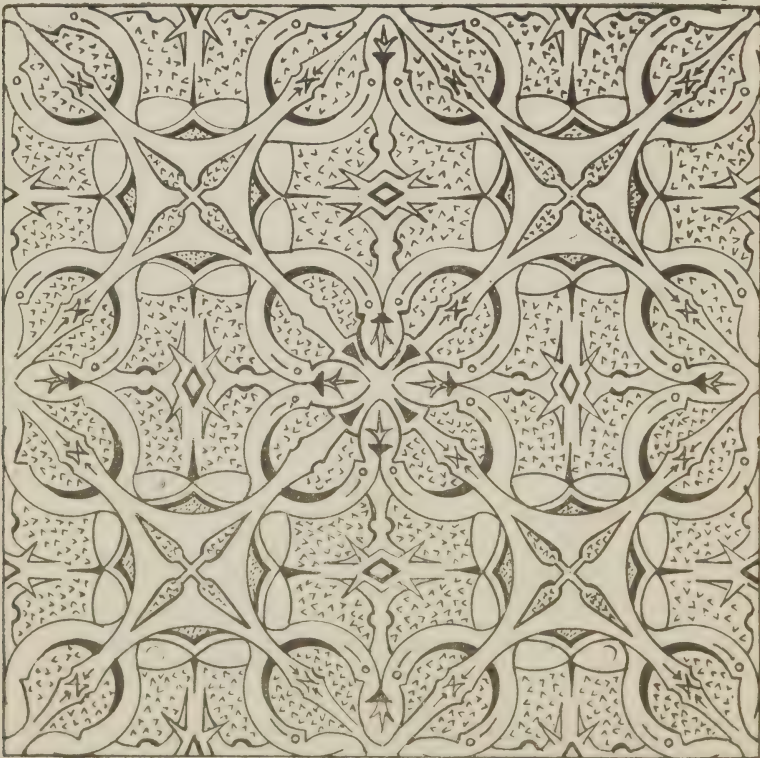
Gold Medal.

Miss Ida N. Banting.

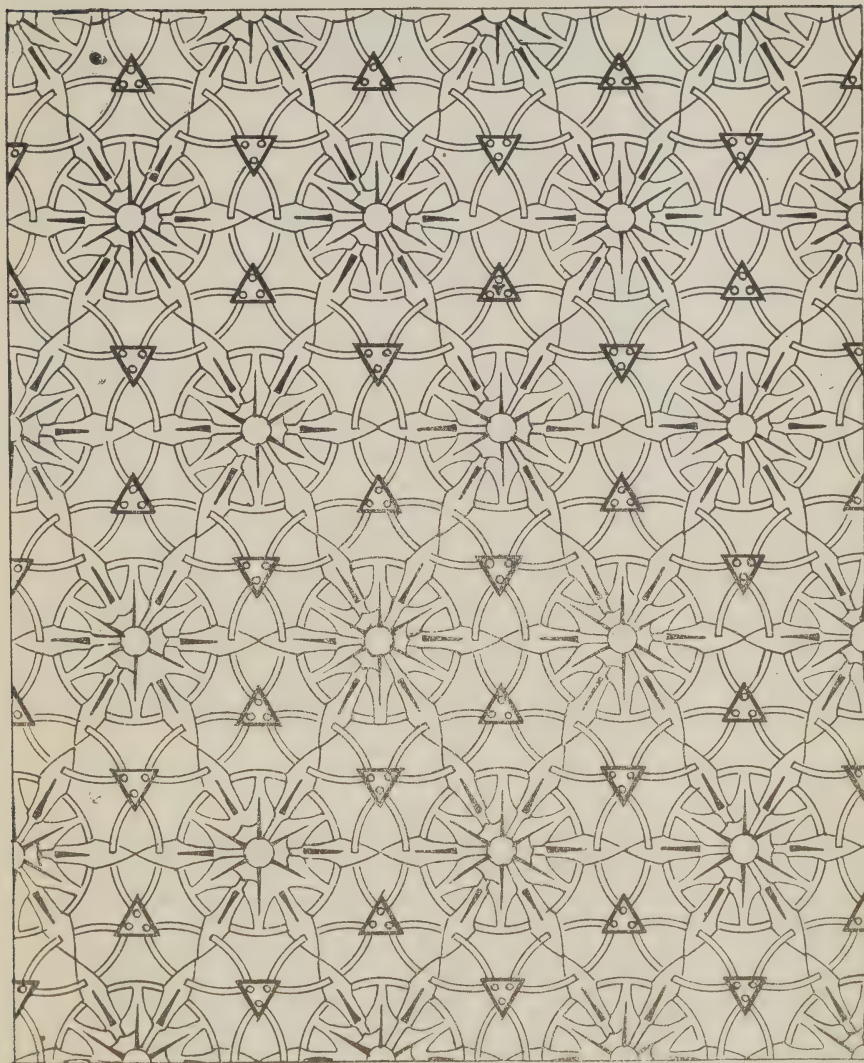
The studies in Industrial Design were published in the *Decorator*, of New York, a monthly publication of great value to manufacturers and persons interested in Industrial Design, and are recommended for reference in Mechanics' Institutes and Art Schools.

We are indebted to the *Decorator* for the following electros of designs for wall paper, oil cloths, etc., by

MISS IDA N. BANTING.



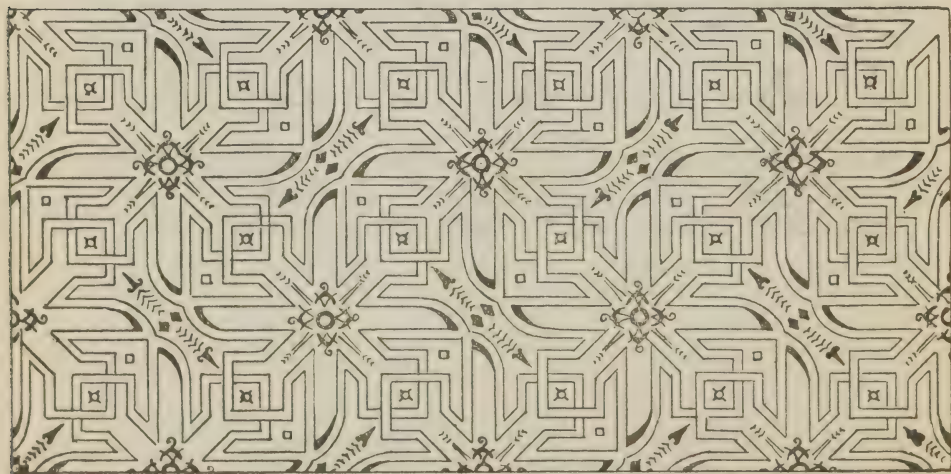
DESIGN FOR FLOOR TILE. IDA N. BANTING.



DESIGN FOR OIL CLOTH. IDA N. BANTING.



DESIGN FOR WALL PAPER. IDA N. BANTING.



DESIGN FOR OIL CLOTH. IDA N. BANTING.



DESIGN FOR DESSERT PLATE. IDA N. BANTING.

In the competition for the Gold Medal two of the candidates did such excellent work that the Examiners recommended the Minister to give special Diplomas, which were awarded Mr. S. Wright and Miss R. Bell Smith, both of the Toronto Art School.

The Gold Medal and Diplomas were presented by His Honor the Lieutenant-Governor, at a *conversazione* given by the students and teachers at the close of the session; at the same time an exhibition of students' work, from the Toronto Art School, Ottawa Art School, London Art School, Kingston Art School, Alma College, St. Thomas, Whitby Ladies' College, etc., was held in the Art School Rooms, at the Education Department. The attendance was so large and the exhibition so excellent that, at the request of the Lieutenant-Governor, it was kept open to the public for a fortnight.

Bronze Medals.

The B competition for the Bronze Medal was so close between two students from Alma College St. Thomas, and the Ladies' College, Whitby, that, at the recommendation of the Examiners, two medals were awarded as follows:—

Miss Nettie Nixon, Alma College, St. Thomas.

Miss B. Campbell, Ladies' College, Whitby.

The Bronze Medal for Mechanics' Institutes was taken by Wilson Taylor, Ingersoll.

LONDON ART SCHOOL.

Grade B.

| | | | |
|----------------------------|----|-------------------------------------|----|
| Grade B Certificates | 5 | Linear Perspective | 19 |
| Freehand Drawing | 16 | Model Drawing | 8 |
| Practical Geometry | 24 | Memory and Blackboard Drawing | 10 |

Grade A.

| | | | |
|----------------------------|---|-----------------------------|---|
| Drawing from Flowers .. | 5 | Mechanical Drawing | 2 |
| Advanced Perspective | 8 | Building Construction | 3 |
| Descriptive Geometry | 4 | Industrial Designs | 2 |

Special Subjects.

| | |
|-------------------------|----|
| Modelling in Clay | 14 |
|-------------------------|----|

OTTAWA ART SCHOOL.

Grade B.

| | | | |
|--------------------------|----|-------------------------------------|---|
| Freehand Drawing | 6 | Model Drawing | 2 |
| Practical Geometry | 10 | Memory and Blackboard Drawing | 3 |

Grade A.

| | | | |
|--------------------------|---|----------------------------|---|
| Shading from Flat | 1 | Drawing from Flowers | 1 |
| Outline from Round | 1 | Advanced Perspective | 2 |
| Shading from Round | 3 | | |

Special Subjects.

| | |
|------------------------------|---|
| Painting in Oil Colors | 5 |
|------------------------------|---|

KINGSTON ART SCHOOL.

Grade B.

| | | | |
|--------------------------|----|--------------------------|----|
| Freehand Drawing | 9 | Linear Perspective | 23 |
| Practical Geometry | 23 | Model Drawing | 12 |

ALMA COLLEGE, ST. THOMAS.

Grade B.

| | | | |
|----------------------------|----|-------------------------------------|---|
| Grade B Certificates | 6 | Linear Perspective | 4 |
| Freehand Drawing | 3 | Model Drawing | 7 |
| Practical Geometry | 12 | Memory and Blackboard Drawing | 7 |

Grade A.

| | | | |
|---------------------------|---|------------------------------|---|
| Grade A Certificate | 1 | Advanced Perspective | 3 |
| Shading from Flat | 4 | Descriptive Geometry | 1 |
| Outline from Round | 1 | Drawing from Dictation | 2 |
| Shading from Round | 3 | Building Construction | 1 |
| Flower Drawing | 1 | | |

 ONTARIO LADIES' COLLEGE WHITBY.
Grade B.

| | | | |
|---------------------------|----|-------------------------------|----|
| Grade B Certificate | 1 | Linear Perspective | 6 |
| Freehand Drawing | 10 | Model Drawing | 10 |
| Practical Geometry | 14 | Memory and Blackboard Drawing | 4 |

BERLIN HIGH SCHOOL.

Grade B.

| | | | |
|--------------------------|---|--------------------------|---|
| Practical Geometry | 5 | Linear Perspective | 2 |
|--------------------------|---|--------------------------|---|

BELLEVILLE HIGH SCHOOL.

Grade B.

| | | | |
|---------------------------|----|-------------------------------|---|
| Grade B Certificate | 2 | Linear Perspective | 4 |
| Freehand Drawing | 20 | Model Drawing | 3 |
| Practical Geometry | 61 | Memory and Blackboard Drawing | 3 |

MORRISBURG HIGH SCHOOL.

Grade B.

| | | | |
|--------------------------|----|-------------------------------|---|
| Freehand Drawing | 3 | Model Drawing | 2 |
| Practical Geometry | 41 | Memory and Blackboard Drawing | 5 |
| Linear Perspective | 5 | | |

Summer Session for Teachers.

In consequence of the great demand for teachers of Drawing, the Minister decided that free classes should be conducted during the holidays of this year, and the following circular was issued to the County and High School Inspectors :—

ONTARIO SCHOOL OF ART.

EDUCATION DEPARTMENT.

SIR,—I am directed by the Honorable Minister of Education to request you to inform the teachers in your district that Free Industrial Drawing Classes will be conducted during the ensuing summer holidays for the benefit of Public, Model School, and High School teachers.

The Classes will commence on Tuesday, 7th July, 1885, and continue until the end of the month.

These Classes will be conducted by competent Art Instructors, and will consist of the following primary subjects :

Elementary or Primary Grade B.

1. Freehand from flat examples 12 lessons.
2. Practical Geometry 12 lessons.
3. Linear Perspective 12 lessons.
4. Model Drawing 12 lessons.
5. Memory and Blackboard Drawing 12 lessons.

Second or High Grade A.

1. Shading from flat examples20 lessons.
2. Industrial Design 15 lessons.
3. Machine Drawing 15 lessons.
4. Drawing from Dictation 10 lessons.

At the close of the session examinations will be held, and successful candidates will be awarded certificates of proficiency. (65 teachers were awarded full certificates in Grade B last year entitling them to teach Industrial Drawing in Mechanics' Institutes and Public Schools.)

Any teacher not a student in the Art School may become a candidate for examination provided that application is made not later than 15th July.

The success of the Free Drawing Classes last summer in obtaining for so many teachers lucrative employment as teachers of drawing in Mechanics' Institutes will no doubt induce a large number to apply for the privilege of attending these classes, but as the accommodation is limited, it is probable that all the applicants cannot be admitted; therefore the students will be taken in the order of application until the school is full. Notification will be sent to the applicants as soon as their names are enrolled.

A list of boarding houses will be sent on application.

Yours truly,

S. P. MAY,

TORONTO, 14th April, 1885.

Superintendent.

In response to this circular, applications were received from Teachers in the following Counties:—

| Counties. | Male. | Female. | Counties. | Male. | Male. |
|-----------------|-------|---------|-------------------------------------|-------|-------|
| Addington | 3 | .. | Northumberland | 1 | .. |
| Brant | 4 | 2 | Ontario | 8 | 9 |
| Bruce | 5 | 4 | Oxford | 4 | 9 |
| Dufferin | 1 | .. | Peel | 3 | .. |
| Durham | 2 | 5 | Perth | 3 | .. |
| Elgin | 3 | .. | Peterboro' | 1 | 2 |
| Essex | 1 | 4 | Prescott | 2 | .. |
| Frontenac | 1 | 1 | Prince Edward | 3 | 1 |
| Grenville | .. | 1 | Simcoe | 11 | 3 |
| Grey | 5 | .. | Stormont | 1 | .. |
| Halton | 3 | 3 | Victoria | 3 | 1 |
| Hastings | 8 | 5 | Waterloo | 9 | 2 |
| Huron | 3 | 2 | Welland | 2 | .. |
| Kent | 1 | 3 | Wellington | 4 | 4 |
| Lambton | 2 | .. | Wentworth | 5 | 2 |
| Lanark | 5 | 1 | York | 19 | 37 |
| Lennox | 1 | .. | | | |
| Lincoln | 4 | 4 | | 138 | 108 |
| Middlesex | 2 | 3 | | | |
| Norfolk | 5 | .. | | | |
| | | | Total Males, 138 ; Females, 108=246 | | |

The following teachers were appointed:—

Mr. Reading, Mr. Bell Smith, Mr. Merchant, Miss Hunter.

The two latter were students at the previous summer session, whose success was so great as teachers of Drawing during the following winter that the Minister appointed them as teachers at the summer classes.

In order to provide accommodation for such a large number of students the lecture rooms of the Normal School were used in addition to the Art School Rooms in the Education Department.

The teachers as students were most assiduous and persevering and the result was most satisfactory. It was fully demonstrated at the examination that school teachers from their previous training of the eye and hand, can easily acquire the necessary practical knowledge to become efficient teachers of Drawing, and it is most remarkable that some of them who had no prior instruction in the advanced subjects surpassed two or three regular students of the Art School who were in attendance at these classes.

During their visit to Toronto the monotony of hard work was relieved by various entertainments, including a reception at Government House by His Honor the Lieutenant-Governor, visits to the University and other public institutions, and a trip to Niagara Falls.

178 Students presented themselves for Examination.

The following certificates were awarded :—

Grade B.

| | | | |
|------------------------------|----|-------------------------------|----|
| Teachers' Certificates | 79 | Linear Perspective | 40 |
| Freehand Drawing | 32 | Model Drawing | 23 |
| Practical Geometry | 48 | Memory and Blackboard Drawing | 29 |

Grade A.

| | | | |
|------------------------------|----|------------------------------|----|
| Teachers' Certificates | 2 | Advanced Perspective | 14 |
| Reading from Flat | 14 | Advanced Geometry | 4 |
| Reading from Round | 11 | Drawing from Dictation | 28 |
| Outline from Round | 1 | Industrial Design | 17 |
| Drawing from Flowers | 9 | Machine Drawing | 16 |

The press throughout the Province were unanimous in their opinion of the benefit to be derived from these classes.

The following is a *Globe* editorial of 15th May, 1885:—

ART SCHOOL EXAMINATIONS FOR TEACHERS.

"The High and Public School teachers of this Province may justly feel proud of the success of their professional brethren at the Art School examinations just closed at the Education Department.

"It is only a year ago that the Minister of Education established drawing classes for teachers during their holidays. It was then considered by some persons that the time was too short for those unacquainted with drawing to become sufficiently familiar with its principles in order to impart instruction to others. But time has proved that the scheme introduced by the Hon. Mr. Ross is thoroughly practical. About one hundred teachers received instruction in drawing at the summer session last year. A large number of these taught drawing last winter at Mechanics' Institutes and other institutions. Two of the students of that year were so successful with their classes that the Minister appointed them as teachers in the Art School of this year, and the result has been most satisfactory.

"Nearly 250 teachers have been in attendance during the present session. A large number of applicants could not be admitted for want of room. It was therefore deemed advisable to select a certain number from each county, so that the knowledge obtained might be disseminated uniformly throughout the Province. About two hundred came up for examination, and their success, as may be seen from the list published elsewhere, is far greater than that of any previous class either of teachers or regular Art School students.

"The teachers are certainly deserving of great praise for thus devoting the time usually taken for recreation and recuperation of health to that kind of work which is not only of benefit to themselves but to the whole Province. The importance of industrial art education is only now being recognized in Ontario. Independently of the artistic, there is

practical value in the training. Every mechanic should possess a certain amount of knowledge of drawing, so as to enable him to understand the work he has to accomplish. Educationists and manufacturers are now united in the opinion that industrial drawing is the foundation of all industrial education. In machine shops alone it is calculated that the productive efficiency would be increased thirty-three per cent. if every mechanic could read working drawings so as to work by them.

"In the system adopted by the Minister of Education, both in Art Schools and the series of drawing books just published for use in the Public Schools, it has been considered that the amount of artistic training of the eye and the hand required by the various trades may be divided into different grades, such as copying designs and drawings, making working drawings and plans, drawing pieces of machinery, animals, etc., and making industrial designs. We understand that Mr. Ross is providing increased accommodation for the ensuing winter evening classes at the Education Department so that mechanics may pursue the course of study and style of drawing most required in their special occupations.

"Examples of the work done at the recent time examination are now on view at the Education Department."

TEACHERS' CERTIFICATES—GRADE B.

Granted up to August, 1885.

| NAMES. | ADDRESS. | NAMES. | ADDRESS. |
|--------------------------|-----------------|--------------------------|---------------|
| <i>Males.</i> | | <i>Females.</i> | |
| John Andrews..... | Ingersoll. | Marilla Adams..... | St. Thomas. |
| A. Barber..... | Bowmanville. | Bertha Appleton..... | Keswick. |
| T. A. Bellamy..... | Preston. | Jessie Baxter..... | Ingersoll. |
| A. E. Baskerville..... | Dundas. | Priscilla Black..... | Toronto. |
| F. M. Bellsmith..... | London. | Jennie Bragley..... | Toronto. |
| E. R. Babbington..... | London. | Nellie Burr..... | Toronto. |
| Richard Bland..... | London. | Fanny Brown..... | St. Thomas. |
| Edgar Bogart..... | Newmarket. | Lizzie Barron..... | Toronto. |
| O. Buist..... | Bolton. | Carrie S. Barron..... | Toronto. |
| J. T. Bowerman..... | Ottawa. | Maud Bell..... | Toronto. |
| John Burchill..... | Oshawa. | Mina Bee..... | Toronto. |
| Thomas Beath..... | Oshawa. | Aggie Barr..... | Ingersoll. |
| Louis C. Bell Smith..... | Toronto. | Lydia Barr..... | Ingersoll. |
| Alex. Butchart..... | Mildmay. | Birdie F. Carlyle..... | Woodstock. |
| David Bean..... | Elmira. | Eva Brook..... | St. Thomas. |
| Ira D. Breuls..... | Sharon. | B. Campbell..... | Whitby. |
| A. H. Crassweller..... | Blake. | Lena Chesley..... | Ottawa. |
| Frank Crassweller..... | Zurich. | Jane W. Chisholm..... | Paisley. |
| Cyrus Coombe..... | Solina. | E. M. Chapman..... | Toronto. |
| R. Crockett..... | Seaforth. | A. H. Durie..... | Ottawa. |
| R. Coates..... | Burlington. | J. Dodds..... | Welcome. |
| A. Crichton..... | Waterdown. | Eva Deake..... | Mount Forest. |
| C. A. Chant..... | Maxwell. | Mina Faircloth..... | Toronto. |
| W. F. Chapman..... | Waterloo. | Hannah Freeman..... | Toronto. |
| A. E. Caverhill..... | St. Catharines. | Eliza S. Fitzgerald..... | Dundas. |
| P. W. Currie..... | Nairn. | Fanny L. Gillespie..... | Picton. |
| J. S. Deacon..... | Ingersoll. | Margaret T. Gowans..... | Toronto. |
| John K. Dowsley..... | Prescott. | Annie Gormley..... | Toronto. |
| Chas. W. DeRose..... | Elmbank. | Mary Hunter..... | Belleville. |
| M. G. Dippel..... | Waterloo. | V. Howard..... | Toronto. |
| John Edgington..... | Mount Elgin. | Susan A. Hegler..... | Brampton. |
| Chas. Eggleston..... | Bogart. | Lizzie Hegler..... | Brampton. |
| N. W. Ford..... | St. Thomas. | Hattie E. Hannah..... | Orillia. |
| A. J. Faulds..... | Walkerton. | Mary Hunter..... | Belleville. |
| Ruben S. Fralick..... | Plattsville. | Clara Holtorf..... | Lindsay. |
| H. M. Goring..... | Homer. | H. N. Harrison..... | Woodstock. |
| Henry Gray..... | Milton. | M. Jones..... | Shelburne. |
| D. M. Grant..... | Petrola. | Ada Johnston..... | London. |
| R. A. Gray..... | Eglinton. | Lizzie Keele..... | Peterboro. |
| John N. Gray..... | St. Marys. | Alice Kirk..... | Toronto. |
| F. C. Gordon..... | Colborne. | Florence J. King..... | Port Hope. |

TEACHERS' CERTIFICATES—GRADE B.

| Names. | Address. | Names. | Address. |
|------------------------|-----------------|-----------------------------|-----------------|
| <i>Males.</i> | | <i>Females.</i> | |
| L. H. Graham | Walkerton. | Martha Logan | Stayner. |
| R. W. Hicks | Parkdale. | Carrie D'A. Lang | Lindsay. |
| S. T. Hopper | Newburg. | Nellie Levey | Toronto. |
| A. G. Henderson | Whitby. | Eva Lennox | Toronto. |
| Alfred S. Hobbs | London. | Jennie Milne | Toronto. |
| R. E. Harrison | Georgetown. | Helen Macklin | Toronto. |
| John C. Hamilton | Smith's Falls. | Tillie Moore | Queensville. |
| T. M. Henry | Toronto. | Mary C. Moyer | Beamsville. |
| M. M. Jaques | Colborne. | Maud Morrison | Toronto. |
| N. C. James | Collingwood. | Jessie MacRae | Belleville. |
| H. D. Johnston | Strathroy. | Lilian Ross MacRae | Belleville. |
| Alex. R. Innis | Alliston. | Mary McKindly | Perth. |
| Harry Jewell | London. | Jessie Niven | Toronto. |
| John D. Knox | Parry Sound. | Marion H. Nelson | St. Catharines. |
| M. Keenan | Barrie. | Nellie Nixon | St. Thomas. |
| Edwin Longman | Limehouse. | Ida Northrup | Aylmer. |
| J. G. Lorrman | Port Robinson. | M. A. Northcott | Belleville. |
| W. T. Lewis | Petrolia. | Lizzie Oille | St. Catharines. |
| Edgar Laur | Aylmer. | Maria Oldham | Guelph. |
| D. Harmon Lent | Nobleton. | Cassie E. Palmer | Pictou. |
| Angus Martyn | Bath. | Jane Pettit | St. Thomas. |
| F. W. Merchant | Ingersoll. | J. A. E. Payne | St. Thomas. |
| A. Mueller | Berlin. | Gussie Preston | Toronto. |
| Alex. Macdonald | Camlachie. | Georgina S. Riches | Toronto. |
| C. Macpherson | Prescott. | Annie Rose | Georgetown. |
| D. A. McPherson | Crieff. | Annie Ridley | Chatham. |
| J. A. Macpherson | Newmarket. | C. E. M. Ridgeway | Guelph. |
| W. H. Moore | Solna. | Lillias P. Rankin | Dundas. |
| Sylvester Moyer | Preston. | Jeannie M. Roddick | Port Hope. |
| R. W. Murray | Pictou. | May Ross | Barrie. |
| Charles McKay | Seaforth. | May F. Spence | Toronto. |
| M. McClure | Perm. | L. J. Sheppard | Toronto. |
| E. J. Norish | Rockwood. | Christina M. Smiley | Toronto. |
| M. C. Nutting | Cannington. | Jessie Simple | Toronto. |
| James H. Parkham | Owen Sound. | Mrs. Luellen Williams | Windso. |
| William Rannie | Newmarket. | Jennie Whitelaw | Woodstock. |
| Thomas Rosewarne | Camlachie. | Sibbald Winterbottom | Toronto. |
| Edgar Richardson | Pickering. | M. Worth | Toronto. |
| E. H. Roberts | Toronto. | Edith Wallace | St. Thomas. |
| W. S. Rose | Milford. | Bertha G. Watson | Trenton. |
| D. E. Smith | Kingston. | Marcella Warren | Toronto. |
| W. N. Stevenson | Waterdown. | Hattie E. Walrong | Toronto. |
| D. A. Shaw | Barrie. | Lizzie Young | Toronto. |
| Thos. W. Sloan | Blyth. | | |
| August Stoltz | Mannheim. | | |
| A. H. Sinclair | Ridgetown. | | |
| R. Sanderson | Harriston. | | |
| W. H. Stevens | Collingwood. | | |
| John E. Thom | St. Marys. | | |
| Wilson Taylor | Ingersoll. | | |
| A. S. Tilley | Bowmanville. | | |
| A. B. Ventress | Kincardine. | | |
| T. C. Walrond | Almonte. | | |
| G. E. Wightman | Ruthven. | | |
| F. A. Walker | St. Catharines. | | |
| A. Wark | Sarnia. | | |
| Charles Watson | Aylmer. | | |
| D. Wallace | Orillia. | | |
| Edward Ward | Collingwood. | | |
| A. H. Young | Niagara Falls. | | |
| George Young | Ballinafad. | | |

TEACHERS CERTIFICATES, GRADE A, GRANTED UP TO AUGUST, 1885.

| NAME. | ADDRESS. | NAME. | ADDRESS. |
|------------------------|-------------|---------------------|-------------|
| <i>Male.</i> | | <i>Female.</i> | |
| F. M. Bell Smith | London. | Maud Hughes | Parkdale. |
| R. Holmes | Cannington. | Marilla Adams | St. Thomas. |

Special Awards.

| | |
|--------------------|---------------------------|
| Gold Medal | Ida N. Banting, Toronto. |
| Diploma | S. Wright, Toronto. |
| Diploma | R. Bell Smith, Toronto. |
| Bronze Medal | B. Campbell, Whitby. |
| Bronze Medal | Nettie Nixon, St. Thomas. |
| Bronze Medal | Wilson Taylor, Ingersoll. |

Special Certificates.

WATER COLORS.

| NAME. | ADDRESS. | NAME. | ADDRESS. |
|-------------------------|----------|----------------------|----------|
| May Ballantyne | Ottawa. | Lilly Odell | Ottawa. |
| A. H. Durie | " | Hallie Vosburg | " |
| Francis Henry | " | Tilly Wills | " |
| Carrie S. Lampman | " | | |

OIL COLORS.

| NAME. | ADDRESS. | NAME. | ADDRESS. |
|---------------------|----------|-------------------------|----------|
| R. Bell Smith | Toronto. | Miss MacNult | Ottawa. |
| Mrs. Coates | Ottawa. | Eloise Smith | " |
| Annie Hunter | " | Achille Trechelle | " |
| Miss Hill | " | P. A. Watson | Doon. |
| Miss Henry | " | | |

MODELLING IN CLAY.

| NAME. | ADDRESS. | NAME. | ADDRESS. |
|-------------------------|----------|--------------------------|----------|
| <i>Males.</i> | | <i>Females.</i> | |
| George L. Anundson..... | London. | Miss Brierly..... | London. |
| Richard Bland..... | " | Miss Babb..... | " |
| George Bennet..... | " | Miss Gunn..... | " |
| H. Harding..... | " | Mrs. A. C. Johnston..... | " |
| J. R. Peel..... | " | Miss Lovebridge..... | " |
| Mr. Hancock..... | " | Miss Clara Peel..... | " |
| Mr. Yeates..... | " | | |

SEVENTH SESSION OF THE ONTARIO SCHOOL OF ART.

This session commenced on the 12th of October, 1885. There was no entrance examination, the teachers being empowered to advance students to the higher classes according to merit.

The following teachers were appointed by the Minister of Education :—

Principal—Mr. W. Cruickshanks; Mr. Arthur Reading; Miss Windeat; Miss Payne.

Painting in Oil and Water Colors.

Miss Peel.

Course of Instruction.

The same as in the preceding session, with the exception of painting classes being \$2 per month of eight lessons.

The following list shows the occupation of students in attendance at this session :—

| OCCUPATION. | PURPOSES OF STUDY. | NO. OF STUDENTS. |
|-----------------------------------|--------------------|------------------|
| <i>Afternoon Drawing Classes.</i> | | Males. |
| Art Student..... | Professional..... | 1 |
| Baker..... | Technical..... | 1 |
| Lithographic Artist..... | Artist..... | 2 |
| No occupation..... | Teaching..... | 2 |
| Painter..... | Technical..... | 1 |
| Music Teacher..... | Teaching..... | 1 |
| No occupation..... | "..... | 15 |
| "..... | Improvement..... | 19 |
| <i>Afternoon Modelling Class.</i> | | Females. |
| Music Teacher..... | Teaching..... | 1 |
| No occupation..... | "..... | 1 |
| "..... | Improvement..... | 5 |
| Teachers..... | Teaching..... | 5 |
| <i>Morning Painting Class.</i> | | |
| No occupation..... | Improvement..... | 15 |
| "..... | Teaching..... | 8 |
| Teachers..... | "..... | 3 |
| Total..... | | 80 |

Occupation of Students—*Continued.*

| OCCUPATION. | PURPOSE OF STUDY. | No. of STUDENTS. |
|---------------------------------|-------------------|------------------|
| <i>Evening Drawing Classes.</i> | | |
| Architects | Technical | Males. 2 |
| Artists | Professional | 2 |
| Book-keeper | Designing | 1 |
| Bricklayers | Technical | 2 |
| Cabinet-makers | " | 3 |
| Carpenters | " | 6 |
| Clerks | Improvement | 4 |
| Confectioners | Technical | 2 |
| Draughtsmen | Improvement | 3 |
| Engravers | Technical | 12 |
| Japanning | " | 1 |
| Lithographers | " | 3 |
| Machinist | " | 1 |
| Message boy | Improvement | 1 |
| No occupation | Artist | 1 |
| Normal School students | Teaching | 13 |
| Painter | Technical | 3 |
| Paper hanger | " | 2 |
| Photographer | " | 3 |
| School pupils | Improvement | 11 |
| School teachers | Teaching | 2 |
| Train despatcher | Improvement | 1 |
| Wood carver | Technical | 1 |
| | | Females. |
| Milliners | Teaching | 2 |
| No occupation | " | 12 |
| " | Improvement | 8 |
| Normal School students | Teaching | 1 |
| Public School teachers | " | 11 |
| <i>Evening Modelling Class.</i> | | |
| Art Student | Teaching | Males. 1 |
| Carpenter | Technical | 1 |
| Marble Cutter | " | 1 |
| No occupation | Teaching | 1 |
| Painter | Technical | 1 |
| School pupil | Improvement | 1 |
| | | Females. |
| No occupation | Teaching | 4 |
| " | Improvement | 5 |
| Photographer | " | 1 |
| Teacher | Teaching | 1 |
| Total | | 131 |

80 students attended the Afternoon Classes.

131 students attended the Evening Classes.

(2.) REPORT OF THE WESTERN ONTARIO SCHOOL OF ART AND DESIGN, LONDON.

SIR,—On behalf of the Board of Directors of the Western School of Art, I have the honor to submit the report of the school for the year ending 31st December, 1885.

The School is governed by a board of directors who are elected annually, the following being the names of those at present constituting the Board, viz.:—Col. John Walker, President; Wm. Saunders, Vice-President; D. McKenzie, M.P.P.; W. N. Meredith, M.P.P.; Jas. Griffiths, R.C.A.; B. Cronyn; Col. R. Lewis; John Labatt; John Marshall; John A. Griffiths; J. R. Peel; S. K. Davidson; and Charles Chapman.

The School was opened for the Winter Term in January with 67 pupils for the evening classes, the latter being principally devoted to oil and water color painting and modelling in clay.

An extra term was held from May to June (as many of the pupils were desirous to continue their studies as long as possible), which was attended by 60 pupils.

The Fall Term of October to December had in attendance 67 pupils for the evening classes and 27 for the afternoon classes.

In the China Painting Classes (which are conducted separately) the number in attendance in the three terms during the year was 34.

The School being affiliated to the Ontario School of Art, and the curriculum of study being the same, most of the pupils in the evening classes availed themselves of the opportunity to take the examinations in the various classes in which they were studying. The following number obtained certificates of proficiency in Grade B :

| | | | |
|------------------------------|----|---|----|
| Freehand Drawing | 18 | Model Drawing | 9 |
| Practical Geometry | 26 | Memory and Blackboard Drawing | 11 |
| Linear Perspective | 19 | | |

In Grade A.

| | | | |
|--|---|---------------------------------|----|
| Outline Drawing from the Round | 1 | Machine Drawing | 2 |
| Drawing from Flowers | 5 | Building Construction | 3 |
| Advanced Perspective | 9 | Industrial Design | 2 |
| Descriptive Geometry | 4 | Modelling in Clay | 14 |

Taking into consideration that a large number of the pupils had studied only during one term for the examination, the result under the circumstances must be considered as very satisfactory.

The following are the number of pupils studying in the various classes during the term just closed.

In Grade B (Elementary).

| | | | |
|------------------------------|----|---|----|
| Freehand Drawing | 18 | Model Drawing | 20 |
| Practical Geometry | 23 | Blackboard and Memory Drawing | 3 |
| Linear Perspective | 30 | | |

In Grade A (Advanced).

| | | | |
|----------------------------------|----|--------------------------------|----|
| Shading from the Flat | 16 | Advanced Perspective | 2 |
| Outline from the Round | 4 | Machine Drawing | 3 |
| Shading from the Round | 5 | Designing | 5 |
| Drawing from Flowers | 3 | Modelling in Clay | 10 |

In the following report of the Secretary-Treasurer will be found the details of the receipts and expenditure during the year :—

Receipts.

| | |
|--|------------|
| Balance on hand Jan. 1st, 1885 | \$666 29 |
| Fees from pupils | 675 00 |
| Government grant | 1,000 00 |
| Interest on deposits | 23 80 |
| | <hr/> |
| | \$2,365 09 |

Disbursements.

| | |
|---|------------|
| Rent, fuel, light, and attendance | \$300 00 |
| Tuition, four teachers | 1,462 00 |
| Secretary-Treasurer's salary | 75 00 |
| Printing and advertising | 35 40 |
| Studies purchased | 35 50 |
| Kilns, etc., for burning clay | 110 50 |
| Repairs of models, etc | 10 60 |
| Sundry accounts | 44 57 |
| Stationery and postage | 6 00 |
| Insurance | 6 00 |
| | <hr/> |
| | 2,085 57 |
| Balance on hand December 31st, 1885 | 279 52 |
| | <hr/> |
| | \$2,365 09 |

CHARLES CHAPMAN,
Secretary-Treasurer.

London, 8th January, 1886.

(3.) REPORT OF THE ART ASSOCIATION, OTTAWA.

SIR,—I have the honor to submit the following statement, showing the position and working of the Art School here, for the year 1884-5.

The School opened on the 1st of October, 1885, and closed on the 31st of March, 1885. The staff consisted of three teachers. The total number of students attending was 87. In January a Government Examination took place, 29 pupils being examined, and 28 certificates granted. At the second examination, held in May, there were 37 pupils examined, and 23 certificates granted, in addition to two teachers' certificates of the primary grade.

The membership of the Association for the year was as follows: life members, 26; ordinary members, 48; total, 73. The fee for ordinary members is \$5 a year, while the payment of \$50 constitutes a life member.

The following, being the treasurer's statement printed in the last annual report, shows the financial condition of the school in April last.

TREASURER'S STATEMENT.

Construction Account.

| | |
|--|------------|
| Balance to credit per last audit | \$1,862 54 |
| Donations received during year | 420 00 |
| Receipts from other sources | 2 37 |
| | <hr/> |
| | \$2,284 91 |

Contra.

| | |
|------------------------------|------------|
| Reduction of Mortgages | \$1,600 00 |
| Payments for Interest | 101 59 |
| “ Improvements | 94 50 |
| “ Legal Services | 30 00 |
| | <hr/> |
| | 1,826 09 |
| | <hr/> |
| | \$458 82 |

Maintenance Account.

| | | |
|---------------------------------------|----------|-------------------|
| Grant by Government of Ontario | \$300 00 | |
| Donations received during year | 200 00 | |
| Subscriptions | 195 00 | |
| School Fees for 1884-5 | \$504 00 | |
| " Arrears 1883-4 | 22 00 | |
| | | 526 00 |
| Special Donations to Prize Fund | 30 00 | |
| Receipts from other sources | 17 49 | |
| | | <u>\$1,268 49</u> |

Contra.

| | | |
|---------------------------------------|-----------------|-----------------|
| Balance to debit per last audit | \$174 39 | |
| Payments, Salaries of Teachers .. | \$1,020 00 | |
| " Heating | 106 50 | |
| " Light | 95 70 | |
| " Printing and Adver- | | |
| tising | 75 20 | |
| " Stationery, etc | 30 95 | |
| " Casts | 27 30 | |
| " Life Models | 29 00 | |
| " Prizes, 1884 | 29 60 | |
| " " 1885 | 8 00 | |
| " Miscellaneous | 65 08 | |
| | <u>1,487 33</u> | |
| | | <u>1,661 72</u> |
| | | <u>393 23</u> |
| Balance in Quebec Bank | | <u>\$65 59</u> |

Summary.

| | | |
|---|------------|-------------------|
| Balance in Bank at date of last audit | \$1,688 15 | |
| Receipts during the year, construction account | 422 37 | |
| " " maintenance account | 1,268 49 | |
| | | <u>\$3,379 01</u> |
| Expenditure, Construction account | \$1,826 09 | |
| " Maintenance account | 1,487 33 | |
| | | <u>\$2,313 42</u> |
| Balance in Bank as above | | <u>\$65 00</u> |

DOUGLAS STEWART,
Acting Treasurer.

In preparation for the present session of the School, arrangements will be made with the special view to developing the industrial art classes, in which the Government is more immediately interested.

In addition to the premises owned by the Association, the Board rented and adapted a large adjacent room, and increased the staff of teachers to eight; this includes teachers for clay modelling and artistic needlework.

The session opened on the 15th of September. The total number of pupils who have so far attended is 133. The following is their division according to the subjects studied :

| | |
|-----------------------------|----|
| Freehand | 77 |
| Design | 46 |
| Practical Geometry | 18 |
| Perspective | 26 |
| Model Drawing | 13 |
| Shading from Flat | 22 |
| Outline from Round | 7 |
| Shading " | 3 |
| Machine Drawing | 7 |
| Building Construction | 6 |
| Drawing from Antique | 28 |
| Water Colours | 19 |
| Oil " | 10 |
| Life, draped | 17 |
| " nude | 5 |
| Clay Modelling | 6 |
| Artistic Needlework | 24 |

The foregoing will, it is hoped, show that this Association is endeavouring to further, in all possible ways, the views of the Government in respect of Art Education.

FREDERICK A. DIXON,
Secretary.

Ottawa, 20th December, 1885.

(4.) REPORT OF THE KINGSTON ART SCHOOL.

SIR,—This school has been in existence only one year. During the first session which opened in December, 1884, and lasted six months, sixty-nine students attended. The school was then supported by subscriptions and students' fees, and was governed by directors appointed by the subscribers. The present session, which will continue eight months, commenced in October, 1885. The number of students so far is as follows :—Advanced Course, Grade A, 24 ; Primary Course, Grade B, 37 ; Oils and Water Colors Class, 22 ; 13 of whom attend the Drawing Class also.

Classes in Drawing are held three afternoons and three evenings each week ; in Painting, three mornings weekly. A class for instruction in sketching from nature is held once a week.

The curriculum of study is that laid down by the Ontario School of Art ; the fees charged are the same as in that school. Two teachers are employed ; the head master's salary is \$107 per month, the assistant's \$48 per month.

In November, 1885, Dr. May visited the school in order to confer with the directors regarding affiliation with the Ontario School of Art, when it was unanimously agreed that the proposed regulations respecting Art Associations be accepted, so that the school now receives the same advantages as the Ontario School of Art in regard to certificates, medals, etc.

A subsidy of \$400 has been granted by the Provincial Government, so we trust that the school is now firmly established.

The total amount of receipts and expenditure from the opening of the school, December, 1884, till December 29th, 1885, is as follows :

Receipts.

| | |
|------------------------|------------|
| Subscriptions | \$308 00 |
| Students' fees | 928 75 |
| Government grant | 400 00 |
| | \$1,636 75 |

Expenditure.

| | |
|---------------------------|------------|
| Rent, fuel, light | \$175 00 |
| Teachers' salaries | 990 00 |
| Casts and models | 120 00 |
| Furnishing rooms | 161 00 |
| Caretaker, printing | 55 00 |
| Sundries | 8 00 |
| | 1,509 00 |
| Balance in hand | 127 75 |
| | \$1,636 75 |

Kingston 28 Dec., 1885.

BELLA DICKSON,
Secretary.

(5.) REPORT OF THE ONTARIO SOCIETY OF ARTISTS.

SIR,—On behalf of the executive council, I have pleasure in submitting the following report :—

Membership.—During the year our roll of membership has been increased by the addition of four names.

Exhibitions.—With regard to our last annual exhibition, it is gratifying to find that contact with each other is advancing the standard of Art amongst us, as is manifest by the superiority of last season's work over that of the preceding exhibition. During the year we have been enabled to hold two loan exhibitions of works of European and American artists. Those exhibitions have been attended with moderate financial success, and we trust that the results of being able to study the productions of our more favored brethren will be far reaching, both as to our own progress, and in the higher appreciation of Art by the public. The Society being asked to again take in hand the Art department of the Industrial Exhibition, the work was declined. That department was therefore omitted last year.

Sales.—The continued depression in the commercial world has been severely felt by the Artists, sales being few and small. One auction sale of works by our members has been held during the year, the result being such as to cause serious doubt as to the wisdom of such a mode of disposing of our work.

School of Art.—This important branch of Art labor has, during the year, passed from our management. Some difficulty being experienced in the working of a mixed council, the Honorable, the Minister of Education considered it judicious to take it wholly under his own control. The school has ever been the object of anxious care and thought, and its future will be noted with the deepest interest.

Life Class.—This class has just closed another season of successful study. As in past seasons, it has been a source of pleasure and profit to the students. At the beginning of the course it was determined by the representatives of the Royal Canadian Academy and our own Society, that any Art Students may be admitted to study in this class, free of charge, upon showing sufficient ability by drawing from the cast. This privilege has been largely used by the advanced students of the Government Art School, who have thus been able, without additional expense, to enter upon a more pronounced artistic study. We venture to hope that this united action of the Royal Canadian Academy and our Society will be continued and extended, so that the higher branches of Art study may be obtainable amongst us.

Art Union.—With regard to the success of this valuable means of promoting a taste for Art amongst the people, you are respectfully referred to the report of the Hon. G. W. Allan, Chairman of the Art Union Committee.

Financial.—In laying before you the accounts for the past year, it affords me great pleasure to say that successful endeavor has been made to reduce expenditure as low as possible, and we trust that the economical management of the finances will meet with your approval.

In closing this report your council would congratulate the Society upon the fact that notwithstanding financial depression and unsettled times, we have been enabled to maintain our stand, and also make some little advancement. We look with confidence for returning commercial activity and prosperity, which will bring a much brighter future for our Society.

WILLIAM REVELL,

Vice-President.

Statement of Receipts and Expenditure for the Year ending May 1st, 1885.

| RECEIPTS. | \$ c. | EXPENDITURE. | \$ c. |
|---|----------|--|----------|
| Balance of Assets, 1st May, 1884..... | 571 52 | Rent and Insurance..... | 335 52 |
| Grants from Ontario Government..... | 500 00 | Salaries and Caretaker..... | 468 65 |
| Members' Annual Subscriptions..... | 460 00 | Loss on Exhibition..... | 17 01 |
| Profit on 'Jairus' Daughter' Exhibition | 221 06 | “ Loan Exhibition..... | 44 07 |
| “ Photographer..... | 25 00 | Old Art Union Coupons paid..... | 21 19 |
| Auction Sale, Industrial..... | 47 25 | Repairs..... | 25 57 |
| | | Printing, Stationery and gen. expenses | 60 05 |
| | | Heating, Water and Gas..... | 57 85 |
| | | | 1,029 91 |
| | | Balance..... | 794 92 |
| | 1,824 83 | | 1,824 83 |

Statement of Assets and Liabilities, May 1st, 1885.

| ASSETS. | \$ c. | LIABILITIES. | \$ c. |
|--|----------|------------------------|----------|
| Cash on hand..... | 26 01 | Sundry Creditors | 643 62 |
| “ at Bankers | 618 47 | Provident Fund | 836 92 |
| Provident Fund Deposits at interest... | 836 92 | Building Fund..... | 500 00 |
| Art Union of Canada..... | 11 10 | | |
| Sundry debtors..... | 1,282 96 | | 1,980 54 |
| | 2,775 46 | Excess of Assets..... | 794 92 |

PROVIDENT FUND.

Statement of Receipts and Expenditure for the Year ending May 1st, 1885.

| RECEIPTS. | \$ c. | EXPENDITURE. | \$ c. |
|----------------------------|--------|---|--------|
| Balance 1st May, 1884..... | 792 74 | <i>Nil.</i> | |
| Interest on Deposits | 44 18 | | |
| | 836 92 | Bal. 1st May, 1884, deposited at interest | 836 92 |

(Signed) JAMES SMITH, } AUDITORS.
R. F. GAGEN, }

APPENDIX K.—SCIENTIFIC SOCIETIES.

1. REPORT OF THE CANADIAN INSTITUTE, SESSION 1884-5.

SIR,—The Council of the Canadian Institute have the honor to submit their 36th annual report.

During the past session, 24 meetings have been held, at which 30 papers have been read. The character of the papers, and the degree of interest shown in the meetings have been highly satisfactory.

It is gratifying to observe that the membership continues to increase, 40 new members having been added to the roll during the past session.

The interest taken by the members in the Library and Reading Room also continues to grow, as shown by the fact, that while last year 860 books and periodicals were issued to members, the number this year was 1,533.

Last year an effort was made to bind the transactions and periodicals which have for some years been allowed to accumulate. The effort has been continued this year, during which 161 volumes have been bound and placed on the shelves.

The number of transactions of learned societies received in exchange for our proceedings continues to increase; 160 societies having this year sent copies of their publications.

It is highly gratifying to the Council to call attention to the fact, that at the International Conference held at Washington, in October, 1884, for the purpose of establishing a prime meridian, the proposals first made at a meeting of the Canadian Institute, by Mr. Sanford Fleming, were largely adopted. All the papers on this subject have been placed in the printer's hands, and the Council hope shortly to lay them before the Institute.

We append statements showing: 1st, the membership; 2nd, the financial condition; 3rd, the number and source of donations and exchanges; 4th, the number of books and periodicals issued to members; 5th, the list of periodicals subscribed; 6th, the list of periodicals presented to the Institute, with the names of the donors.

All of which is respectfully submitted,

W. H. ELLIS,

President.

Toronto, *May*, 1885.

Membership.

| | |
|--|-------|
| Number of Members April 1st, 1884..... | 236 |
| Withdrawals and Deaths during the past year..... | 32 |
| | — 204 |
| Elected during the session 1884-5 ... | 40 |
| Total number of Members April 1st, 1885 | 244 |

Composed of :—

| | |
|--------------------------|-----|
| Honorary Members., | 6 |
| Life Members | 16 |
| Ordinary Members | 222 |
| Total | 244 |

Treasurer, in account with the Canadian Institute, Session of 1884-5.

To Summary :—

| | | |
|------------------------------------|---------|-------------------|
| To Balance on hand | \$71 50 | |
| " Annual subscriptions | 570 25 | |
| " Rents | 143 50 | |
| " Journals sold | 101 89 | |
| " Books and Periodicals sold | 79 23 | |
| " Interest on Deposits | 8 14 | |
| " Donation | 50 00 | |
| " Government Grant | 750 00 | |
| | | <u>\$1,774 51</u> |

By Summary :—

| | | |
|--|----------|--------------------------|
| By Salaries | \$342 75 | |
| " Periodicals | 104 56 | |
| " Interest on Mortgage | 338 78 | |
| " Printing | 249 14 | |
| " Fuel | 99 50 | |
| " Gas | 44 80 | |
| " Water | 21 00 | |
| " Postage and delivering Journals | 24 50 | |
| " Express | 16 04 | |
| " Stationery | 2 45 | |
| " Furniture | 101 80 | |
| " Fencing | 68 50 | |
| " Binding | 183 70 | |
| " Caretaker, for sundries | 10 00 | |
| " Stuffing and preparing Specimens | 32 40 | |
| " Repairs | 40 20 | |
| " Insurance | 52 00 | |
| " Taxes | 9 49 | |
| | 9 27 | |
| " Cash on hand | 23 63 | |
| | | <u><u>\$1,774 51</u></u> |

Assets.

| | | |
|-------------------------|-------------|--------------------|
| Building | \$11,000 00 | |
| Warehouse | 720 00 | |
| Ground | 2,500 00 | |
| Library | 6,000 00 | |
| Specimens | 1,200 00 | |
| Personal Property | 450 00 | |
| | | <u>\$21,870 00</u> |

Liabilities.

| | | |
|--------------------------------------|------------|---------------------------|
| Mortgage | \$3,411 00 | |
| Balance in favour of Institute | 18,459 00 | |
| | | <u><u>\$21,870 00</u></u> |

Donations and Exchanges.

Books and Pamphlets received from April 1st, 1884, to April 1st, 1885.

| | |
|---|-------|
| Canadian | 110 |
| United States | 200 |
| Great Britain and Ireland | 160 |
| India and other British Colonies exclusive of Canada..... | 80 |
| Foreign | 180 |
| Total..... | — 730 |

The number of Societies with which the Institute exchanges is 160.

The number of Books and Periodicals issued to Members.

From April 1st, 1884, to April 1st, 1885 1,533

List of Periodicals subscribed for is the same as last year.

Periodicals are presented to the Institute and the names of the donors.

The following Officers and Members of Council were elected for the ensuing year :—

President, W. H. Ellis, M.A., M.B.; First Vice-President, George Murray, Esq.; Second Vice-President, George Kennedy, M.A., LL.D.; Third Vice-President, E. A. Meredith, LL.D.; Treasurer, John Notman, Esq.; Recording Secretary, James Bain, jr., Esq.; Corresponding Secretary, W. H. VanderSmitten, M.A.; Librarian, George E. Shaw, B.A.; Editor, Rev. Henry Scadding, D.D.; Curator, David Boyle, Esq.

MEMBERS OF COUNCIL.—Daniel Wilson, LL.D.; James Loudon, M.A., F.R.S.C.; R. Ramsay Wright, M.A., B.Sc.; Allan Macdougall, C.E., F.R.S.C.; Alexander Marling, LL.B.; P. H. Bryce, M.A., M.D.

2. REPORT OF THE INSTITUT CANADIEN FRANÇAIS D'OTTAWA.

SIR,—I beg to submit the following Report of the doings and transactions of "L'Institut Canadien Français de la Cité d'Ottawa," for the year ending 30th April, 1885.

Although we entertained the hope last year to be able to show a considerable increase in our revenue, as well as a marked decrease in our expenses, and, although we had all combined our efforts to attain this object, we are sorry to say that it could not be realized. In fact, our expenditure has over exceeded our revenue by the sum of \$994.74.

From this you must not infer that our Institution has lost anything of its vitality; on the contrary, it has grown more popular than ever, and instead of registering a deficit in our yearly transactions we would have shown a surplus of \$672.97, only for the great calamity we had to suffer.

We were on the eve of attaining our most sanguine ambitions, when, on the 6th April last, nearly all the roof of our building caved in, destroying in its fall the greater part of the concert hall and the furniture.

By the time this could be repaired the inclemency of the weather rendered our lower apartments uninhabitable, the rain having destroyed the ceilings, etc., etc.

In consequence of this calamity we had to suspend all our operations for a period of nearly four months, which considerably affected our revenue. The total loss sustained by us on this occasion amounted to \$1,672.71, besides the interruption of our classes.

1st. We have given our course of public lectures with the following results :—

Rev. Father Villatre, "The March of Civilization in the World."

- Messrs. A. Lusignan, "The Events of 1837."
 " U. Beaudry, "Michel Laberge, the Discoverer."
 " Napoléon Champagne, "France in connection with the Great Maritime Discoveries."
 Messrs. N. Faucher de Saint Maurice, "A Forgetfulness of our History."
 L. Taché, "The Rebellion of 1837."
 Achille Talbot. "Intelligence of Animals."
 Dr. F. X. Valade, "Impressions of a Trip to New Orleans."
 A. Buies, "Habits of Egyptians and Turcomans."
 Nap. Montpetit, "Louis Riel."

2nd. Although our drawing classes had to be closed, the greater part of the pupils frequenting them have continued their studies either in groups or in isolated form, but so as to improve themselves, as will be seen by the specimens of drawing, penmanship, and architectural designs we will send to the Colonial Exhibition.

3rd. The membership, instead of decreasing has, on the contrary, attained 222, as against 179 last year.

Considering all, this year has been one of the most prosperous our Institution has ever enjoyed, and with the projects we have in view, and the kind help we expect the Government will continue to favor us with, we sincerely hope to soon be able to attain the object for which "L'Institut Canadien-Français, de la Cité d'Ottawa," was founded.

F. R. E. CAMPEAU,
 President.

Ottawa, Dec. 24th, 1885.

3. REPORT OF THE OTTAWA LITERARY AND SCIENTIFIC SOCIETY.

SIR,—The Council have much pleasure in presenting you with a Report of the progress of the Society during the past year, which they trust you will find satisfactory.

During the year, some 214 books, among which are many valuable works, have been added to the library; of this number 116 have been purchased and the remaining 48 presented.

The library now consists of 2,059 books.

In addition to the purchase already referred to, the Council have recently authorized the purchase of works of fiction to the value of \$30, to be appropriated from the library and furnishing fund. The works have been chosen and the Council hope that before long they will be on the shelves for the use of members.

This purchase has been authorized owing to the fact that this section of the library is by far the most popular; and it has been a matter of some doubt in the Council whether the taste for this class of literature should be pandered to in the future.

In the museum there has been very little change. The curator, Mr. McGill, and Mr. H. M. Ami, have done some valuable work in the arranging and cataloguing of a number of the specimens; the former devoting his attention to the mineralogical and the latter to the paleontological specimens.

The lectures of the season were as follows:—

- "The Elements of Culture." The President.
- "Pianoforte Recital." Mr. Ernest Whyte.
- "Methods of Illumination," (with practical illustrations). Mr. W. P. Anderson.
- "The Principles of Symmetry in Nature." Mr. A. McGill, B.A., B.Sc.
- "Geology of the Nile Valley." Principal Sir Wm. Dawson, LL.D., F.R.S. etc., etc.
- "John Milton." Rev. W. D. Herridge, B.D.
- "Latest Advices." Rev. Principal S. S. Nelles, D.D.
- "The Scientific Relations of Botany." Prof. Macoun.

Scientific Conversazione.—

- "The Value of the Study of Entomology." Mr. James Fletcher.
- "The Origin of Prairie Lands." Dr. G. M. Dawson.
- "Mimicry in Nature." Mr. W. H. Harrington.

Literary Conversazione.—

- "Charles Lamb and Tom Hood." Mr. J. R. Armstrong.
- "The Modern School of Poetry." Mr. A. Lampman, B.A.
- "The Iroquois in the time of Champlain." Mr. F. H. Gisborne."

The conversaziones which have been a feature in the lectures for some years have gained a well-earned popularity.

A library and furnishing fund in connection with the Society was established at the time of moving into the present rooms. At that time some thirty-three members contributed to this fund, but the amount then collected is now about exhausted. As a means of replenishing the same the Council would suggest that each member should contribute one dollar to this special fund. This contribution, if general, though small to the individual contributor, would place the Society in a position to add very materially to the attractiveness of the library.

The number of members is 300.

Library and Reading Room Statement.

| | |
|--|------|
| No. of books in Library | 2059 |
| Issued during the year ending 30th April, 1885 | 1818 |
| viz.: A. History and Biography | 151 |
| B. Travels and Adventure | 102 |
| C. Fiction | 835 |
| D. Poetry | 18 |
| E. Metaphysics, Essays, etc. | 176 |
| F. Theology | 2 |
| G. Geology, Mineralogy and Geography | 16 |
| H. Chemistry, Natural History and Botany | 11 |
| I. Astronomy and Mathematics | 4 |
| J. Science and Art | 44 |
| K. Encyclopædias, Magazines, Miscellaneous | 296 |

The newspapers and periodicals taken in the Reading Room are :—

Daily—"Ottawa Citizen," "Free Press"; "Montreal Star," "Gazette" and "Witness"; "Toronto Globe" and "Mail"; "New York Herald."

Weekly—"New York Sunday Sun," "Nation," "Harper's Weekly," "Grip," "Punch," "London Times," "Graphic," "Illustrated News," "Scientific American," "Journal of Commerce," "Winnipeg Times," "Christian Union," "Forest and Stream," "Pall Mall Budget," "The Week," "Academy," "Sarnia Canadian."

Semi-Monthly—"Canadian Lumberman."

Monthly—"Carpentry and Building," "Canadian Mechanics' Magazine," "American Agriculturist," "Atlantic Monthly," "Harper's Magazine," "Century Magazine," "Popular Science Monthly," "Blackwood's Magazine," "Chambers' Journal," "Science Gossip," "Nature," "Contemporary Review," "Nineteenth Century," "English Illustrated Magazine," "North American Review," "Art Journal," "Sanitary Journal," "London Truth," "Andover Review," "Westminster Review."

Statement of Receipts and Expenditure for Year ending 31st March, 1885.

| Receipts. | \$ c. | Expenditure. | \$ c. |
|-------------------------------------|-----------------|--------------------------------------|-----------------|
| Balance | 144 46 | Travelling Expenses, Lecturers | 25 00 |
| Government Grant | 300 00 | Subscriptions to Papers, etc. | 151 66 |
| Members' Subscriptions. | 458 00 | Custodian's Salary | 281 00 |
| Lecture Tickets | 89 25 | Rent. | 382 50 |
| Cash taken at door (Lectures) | 52 90 | Lighting | 126 10 |
| Sale of Periodicals | 29 15 | Fuel | 3 75 |
| Rent of Lecture Room | 78 00 | Advertising and Printing | 103 20 |
| Waste Paper | 3 75 | Water Rate | 12 51 |
| | | Expenses of Premises | 3 50 |
| | | Sundries | 12 07 |
| | | Stationery and Postage | 5 00 |
| | | Balance on hand | 48 82 |
| Total | 1,155 11 | Total | 1,155 11 |

T. K. BENNETT,
Acting Secretary.

Ottawa, 20th December, 1885.

4. REPORT OF THE HAMILTON ASSOCIATION FOR THE YEAR ENDING 1ST
JUNE, 1885.

SIR,—Permit me to call your attention to the work done by our *Geological Section* as indicated by the list of specimens collected and arranged and found at the end of our printed report. The truly original work done in this section by Colonel Grant, one of our members, alone is of the greatest importance to the science. What he has done in relation to the fossil sponges brought members of the British Association to see him all the way from Montreal at the close of their meeting at Montreal last year.

In *Ornithology* I might refer to what we have done, especially through Mr. McIlwraith, one of our oldest members and one of the best authorities on the subject in the Dominion. We are about to publish his work in a separate form.

Original papers on Botany have also been prepared by members of our Association.

I trust this will suffice to show that we have done something in the way of original work, while I may further state that our Society was never in a more healthy condition than now.

The following is an abstract of our report for year ending June 1st, 1885 :—

Number of members, 157.

Membership fee, \$2.00 per annum.

Meetings held during year, fourteen.

do of Council of Association, sixteen.

Subjects treated at general meetings—

“Ancient Language and Literature of India,” H. B. Wilton, Esq.

“Commercial Transactions in Pre-Historic Times—the Bronze Age,” W. Kennedy, Esq.

“The Early Greek Philosophy,” Rev. J. W. A. Stewart.

“The Great Landslide on the Grand River,” Prof. Spencer.

“The Germ Theory,” Dr. Leslie.

“A Glance at Historical Medicine,” Dr. Hillyer.

“The Early Home, Separation, and Re-Union of the Aryan Family,” Rev. R. J. Laidlaw.

“The Waters of Burlington Bay and the City Sewage,” Dr. Chittenden.

“American Ornithology and the Birds of Ontario,” Thos. McIlwraith, Esq.

“The Physical Development of the Niagara Escarpment,” A. C. Lawson, B.A.

“Is Language a Test of Race?” George Dickson, Esq.

“Pioneer Traders of the North-West,” B. E. Charlton, Esq.

“Psychology, Illusions, Apparitions, Dreams,” S. Briggs, Esq.

“Race Identity of the Old and New World,” W. Glyndon.

Abstract of Statement of Receipts and Disbursements of the "Hamilton Association,"
15th May, 1885 :—

1884.

Income.

| | | |
|--------|----------------------------------|---------------|
| | Balance May, 1884 | \$8 53 |
| Aug. 2 | Government grant | 400 00 |
| | Sundry subscriptions | 246 00 |
| | Sale of copy of proceeding | 0 35 |
| | | —————\$654 88 |

Expenditure.

| | | |
|--|------------------------------------|---------------|
| | Sundry payments as per audit | \$603 49 |
| | Balance | 51 39 |
| | | —————\$654 88 |

May 15 Balance in hand \$51 39

Auditors { W. T. NEILE.
W. H. BALLARD.

A. ALEXANDER,
Secretary.

Hamilton, 15th July, 1885.

5. REPORT OF ATHENEUM AND ST. PATRICK'S LITERARY ASSOCIATION OF OTTAWA,
FOR THE YEAR ENDING 30TH APRIL. 1885.

In November last, on the organization of the Winter Evening Classes, as many as 165 pupils were enrolled. It was felt that the St. Patrick's Hall was inconvenient in many ways for the proper management of so large a class. The Association was, however, unable to make a change at the time. But on the 1st May of this year four fine rooms in the central part of the city were engaged. They have been comfortably fitted up, and the Association is now located in quarters of which it may well be proud. The cost of this undertaking has been considerable, and the rent is high, \$250 per annum. But the Association felt that for all the purposes of the organization, comfortable, well-furnished rooms are the first necessity.

The library and reading room next received a careful inspection; many books of little practical value were set aside, additions of new and useful books were made, and the reading room and library are now in keeping with the progress of the Association.

The statistics subjoined show the working of the Association for the year referred to.

Receipts.

| | |
|---------------------------------|-----------------|
| Members' and pupils' fees | \$202 00 |
| Government grant | 200 00 |
| Other sources | 659 20 |
| | —————\$1,061 20 |

Expenditure.

| | |
|------------------------------|------------|
| Evening classes | \$133 10 |
| Reading-room | 78 45 |
| Rent and miscellaneous | 653 94 |
| Cash on hand | 195 71 |
| | <hr/> |
| | \$1,061 20 |

Evening Classes.

Subjects Taught.—Grammar and Composition, arithmetic, writing and book-keeping, drawing.

No. of pupils.—165.

Lectures.—Weekly papers by members.

Debates.—Weekly by members.

Library.

No. of Volumes in Library.—250.

do Issued.—70.

Books read in the rooms every week evening from 4 to 10 o'clock.

(Signed)

JOHN A. MACCABE,

President.

Ottawa, 20th May, 1885.

UNIVERSITY OF TORONTO ;
UNIVERSITY COLLEGE, TORONTO ;
SCHOOL OF PRACTICAL SCIENCE ;
AND UPPER CANADA COLLEGE.

UNIVERSITY OF TORONTO ; UNIVERSITY COLLEGE, TORONTO ; SCHOOL
OF PRACTICAL SCIENCE ; AND UPPER CANADA COLLEGE.

1. ANNUAL REPORT OF THE UNIVERSITY OF TORONTO, FOR 1884-5.

To His Honor, the Honorable John Beverley Robinson, Lieutenant-Governor of the
Province of Ontario, Visitor of the University of Toronto :—

MAY IT PLEASE YOUR HONOR :

The Chancellor, Vice-Chancellor, and members of the Senate of the University of
Toronto, have the honor to present their Report on the condition and progress of the
University for the year 1884-5.

The following tabulated statement of the admissions to degrees and *ad eundem statum*,
and the number who matriculated in the different faculties is submitted :—

| | | |
|-------------------------------|-----|--|
| <i>Law—</i> | | |
| Matriculation | 18 | |
| Degree of LL.B. | 7 | |
| Degree of LL.D. | 1 | |
| <i>Matriculation—</i> | | |
| Matriculation | 20 | |
| Degree of M.B. | 14 | |
| Degree of M.D. | 2 | |
| <i>Arts—</i> | | |
| Matriculation | 189 | |
| <i>Ad eundem statum</i> | 6 | |
| Degree of B.A. | 76 | |
| Degree of M.A. | 8 | |
| <i>Civil Engineering—</i> | | |
| Degree of C.E. | 1 | |

During the year, 838 candidates underwent examination in the different faculties as
follows :—

| | |
|------------------------------------|-----|
| Faculty of Law | 35 |
| “ “ Medicine | 81 |
| “ “ Arts | 613 |
| “ “ Civil Engineering | 1 |
| Local examinations for women | 108 |
| Total | 838 |

The class lists for the year are appended.

All of which is respectfully submitted.

(Signed)

W. MULOCK,

Vice-Chancellor.

Toronto, 31st December, 1885.

2. ANNUAL REPORT OF THE COUNCIL OF UNIVERSITY COLLEGE, TORONTO, FOR THE YEAR 1884-5.

To His Honor, the Honorable John Beverley Robinson, Lieutenant-Governor of the Province of Ontario, Visitor of the University College, Toronto :

MAY IT PLEASE YOUR HONOR:—

The President and Council of University College, beg leave to present the following report of the progress and present condition of the College for the year 1885.

They are gratified in being able to report, that the work of the College has progressed in all respects satisfactorily during the past year, and the Council continue to receive the best assurances that the College meets with the approval of the people of this Province, in the number of students in attendance on the lectures, and following out the full courses of study prescribed by the University for proceeding to a degree.

The number of students pursuing their studies in the various departments embraced in the College courses continues to increase, so that in some branches it is difficult to subdivide the classes sufficiently for practical work. The aid afforded by the tutorial services of the Fellows has accordingly proved of great value.

The total number of students in attendance on lectures at University College during the past academic year was 395, including 29 students of the School of Practical Science, availing themselves of the instruction which the College affords, in Mathematics, Physics, Chemistry, Mineralogy and Geology; as well as in the Modern Languages, and other branches of general education.

The number admitted to the College at the Annual Convocation, of October, 1884, including 23 students of the School of Science, amounted to 162. At the University Convocation, held on the 9th of June, 84 of the students, who had pursued their under graduate studies in University College, and had been duly reported by the Board of Examiners of the University, as having fulfilled all requirements prescribed as requisite for their respective degrees, were admitted as follows: namely, seven to the degree of Master of Arts; one to the degree of Bachelor of medicine; three to the degree of Bachelor of Laws; and seventy-three to the degree of Bachelor of Arts.

Since the re-organization of the University and College on their present basis in 1853, the degrees conferred in the Faculties of Arts, Law and Medicine, on students trained in University College, have numbered in all 1319, classified as follows:—LL.D. 10; LL.B. 52; M.D. 19; M.B. 65; M.A. 244; B.A. 929; making a total of 1319 degrees conferred on those who have pursued their under-graduate studies in this College, and have proceeded to their respective degrees in the various faculties of the University.

Among those who have gone forth from this College, many have taken high standing in the University Honor Lists, and have subsequently given practical evidence of the value of the instruction they received, by their advancement to places of honorable trust and professional standing; to the responsible offices of Principals and Masters in the colleges and schools of this and other lands; as well as to other influential and useful positions.

The following constitute the present teaching staff of University College, including the Fellows, who in addition to their pursuit of post-graduate studies, undertake tutorial work in the lecture rooms and laboratories of the several departments to which they are attached.

Classical Literature, embracing the Greek and Latin Languages: Professor:—Maurice Hutton, M.A., Fellow of Merton College, Oxford.

Tutor:—William Dale, M.A.

Fellow:—J. C. Robertson, B.A.,

Oriental Literature, including Hebrew, Chaldee, Syriac and Arabic: Lecturer:—Jacob M. Hirschfelder.

Rhetoric and English Literature: Lecturer:—David R. Keys, B.A.

German:—W. H. VanderSmitten, M.A.

French:—John Squair, B.A.

Italian:—David R. Keys, B.A.

Fellow in Modern Languages :—C. Whetham, B.A.
 Logic, Metaphysics and Ethics : Professor :—George Paxton Young, M.A., LL.D.
 Fellow :—A. S. Johnston, B.A.
 Mathematics and Natural Philosophy : Professor :—James Loudon, M.A.
 Tutor :—Alfred Baker, M.A.
 Demonstrator in Physics :—W. J. Loudon, B.A.
 Fellow in Mathematics :—J. W. Reid, B.A.
 Fellow in Physics :—T. Mulvey, B.A.
 Mineralogy and Geology : Professor :—Edward J. Chapman, Ph. D., LL.D.
 Fellow :—H. R. Wood, B.A.
 Biology and Botany : Professor :—R. Ramsay Wright, M.A., B. Sc.
 Fellow :—A. B. McCallum, B.A.
 Chemistry : Professor :—William H. Pike, M.A., Ph. D.
 Fellow :—T. P. Hall, B.A.

Instruction is given by this staff of Professors, Lecturers and Assistants, in the various branches embraced in the requirements of the University for standing and degrees in the Faculty of Arts ; and in conjunction with the Professor of Engineering in the School of Practical Science, for the degree of Civil Engineer. By the arrangements provided for in the Act establishing a School of Practical Science for the Province, provision is made for the attendance of the students of the school at all lectures in University College, embraced in the courses of study, including practical instruction in the Physical, Chemical and Biological laboratories, and in Mineralogy and assaying in the Geological laboratory. The large number of students now availing themselves of the instruction thus afforded, more and more forces on the attention of the College Council the desirableness of such an increase in the number of instructors, as will admit of greater division of classes in each year. This is specially felt to be the case in the Honor work, alike in the study of the Ancient and Modern Languages in the class room, and in the practical instruction in various branches of science in the laboratories, in which it is indispensable for the teacher, to a large extent to deal with each student individually, if the highest results are to be attained.

During the past year important additions have been made to the philosophical apparatus of the College. The valuable collection of instruments of precision in the branches of Dynamics, Sound, Light and Heat, previously acquired, rendered the physical apparatus of great service in the work of this department. Since the last Annual Report an appeal has been made to the graduates and friends of the institution, to aid in supplementing the collection in certain branches in which it was still deficient. The liberal response which this appeal has met with, supplemented by an appropriation from the Board of Trustees, has furnished the funds requisite for making important additions, chiefly of electrical test instruments. Further additions required for adequately illustrating the important branch of electricity, will shortly be made ; so that next year, the Physical Laboratory of the College will be in a position to offer unusual facilities to those who wish to pursue the special course in Electrical Engineering ; as well as to furnish to all the students in the Departments of Science some adequate knowledge of the principles involved in many novel applications of electricity to the requirements of civilized life ; alike as a motive power, a source of light, and in the telegraph and telephone.

Examinations were held in Michaelmas and Easter terms of the past academic year ; and the honors and prizes attained in the various departments were awarded at the College Convocation, held on the 16th of October. The honor lists of the year, along with a synopsis of the lectures and other details, relative to the work of the College, will be found in the Calendar of the present year, of which a copy is herewith sent.

All of which is respectfully reported.

(Signed)

DANIEL WILSON,
President.

UNIVERSITY COLLEGE,
 Toronto, 5th December, 1885.

3. ANNUAL REPORT OF THE SCHOOL OF PRACTICAL SCIENCE, TORONTO, 1885.

To the Honorable G. W. Ross, M.P.P., &c., &c., Minister of Education.

SIR,—I have the honor to submit herewith the Report of the School of Practical Science for the year 1885.

1. The Academic year of the School of Science begins in October, when the students enter on their work in the lecture room and laboratories. The Annual Report, as now required from the Board of Management, accordingly includes, of necessity, part of the work of two Academic years, viz. :—that of the Easter Term of 1884-5, and the Michaelmas Term of 1885-6.

2. The following is a classified list of the students in attendance during the above-named terms of the current year, including the regular students pursuing special subjects in the full courses taught in the School of Science, and also those proceeding to a degree in Civil Engineering, in Arts, or in Medicine, in the University :—

| <i>Engineering—</i> | Easter. | Michaelmas. |
|---------------------------------------|---------|-------------|
| Regular students | 35 | 48 |
| Special “ | 8 | 11 |
| <i>Mathematics and Physics—</i> | | |
| Students in Engineering | 29 | 46 |
| <i>Chemistry—</i> | | |
| Students of University College | 81 | 79 |
| Regular students in Engineering | 23 | 48 |
| “ “ Chemistry | 1 | 2 |
| “ Medical students | 54 | 46 |
| <i>Biology—</i> | | |
| Students of University College | 42 | 54 |
| <i>Mineralogy and Geology—</i> | | |
| Students of University College | 110 | 102 |
| Regular students in Engineering | 11 | 17 |

3. The fees of the Academic year 1884-5 derived from students proceeding to a Diploma of the School of Practical Science in the department of Engineering, and paid to the Provincial Treasurer, amounted to nine hundred and sixty-five dollars (\$965).

4. The work now carried on by the Professors in the School of Practical Science in co-operation with those of University College, has largely increased the advantages enjoyed by the students of both institutions. The lectures and all the practical instruction in the laboratories of the school and college are now available to them, in addition to which they enjoy the full benefit of the tutorial services of the Fellows in all departments embraced in the work of the school.

The following constitute the teaching staff of the School of Practical Science, including the Fellows of the year 1884-5 in the several departments :

J. Galbraith, M.A., Assoc. M. Inst. C.E., Professor of Engineering.

W. H. Ellis, M.A., M.D., Professor of Applied Chemistry.

W. H. Pike, M.A., Ph. D., Professor of Chemistry.

N. McEachern, B.A., Fellow.

E. J. Chapman, Ph. D., LL.D., Professor of Mineralogy and Geology.

H. R. Wood, B.A., Fellow.

J. Loudon, M.A., Professor of Mathematics and Physics.

- J. W. Reid, B.A., Fellow in Mathematics.
 T. Mulvey, B.A., Fellow in Physics.
 R. Ramsay Wright, M.A., B. Sc., Professor of Biology.
 A. B. McCullum, B.A., Fellow.
 D. Wilson, LL.D., F.R.S.E., Professor of Ethnology.

5. Departments of Instruction.

(1) *Engineering*—

The number of regular students who presented themselves for examination in the Easter Term of 1885 was as follows:—

| | | | | | | |
|------------|----|------|----------|-----|----|---------|
| First year | 16 | were | examined | and | 9 | passed. |
| Second “ | 6 | “ | “ | “ | 5 | “ |
| Third “ | 3 | “ | “ | “ | 3 | “ |
| Total | 25 | “ | “ | “ | 17 | “ |

Two of the first year and two of the third year who had completed the work up to the period preceding the examinations for the year, and were in active service in the Northwest, were allowed their years, by resolution of the Board, making altogether 21 students who passed their respective years out of a total of 29.

The number of graduates of the school is as follows:—

| | | |
|-------|-------|----|
| 1881 | ..... | 1 |
| 1882 | ..... | 3 |
| 1883 | ..... | 3 |
| 1884 | ..... | 5 |
| 1885 | ..... | 5 |
| Total | ..... | 17 |

These gentlemen are, almost without exception, engaged in active practice.

The number of students in this department now in attendance is as follows:—

Regular Students—

| | | |
|------------|-------|----|
| First Year | ..... | 31 |
| Second “ | ..... | 10 |
| Third “ | ..... | 7 |
| Total | ..... | 48 |

Special Students—

| | | |
|------------------------|-------|----|
| Mechanical Engineering | ..... | 4 |
| Electrical “ | ..... | 2 |
| Surveying | ..... | 5 |
| Total | ..... | 11 |

Total number of students in the Engineering Department, 59.

The large drafting room is occupied by the first year regular students and the special students. The room formerly used as a library is occupied by the second and third year regular students. All the available room in the building is now occupied, and it will be necessary to provide additional room by adding to the present building; otherwise, it will be necessary to send away intending students next year, if the increase in the number of applicants for admission is as great as it was in the present year.

This Department is greatly hampered by the want of a special lecture room. At present, there are only two rooms in the building available for all lectures; one large

chemical theatre and a small lecture room. The latter can seat only about 40 students, and is used by Professor Chapman, Professor Wright, Professor Ellis and Professor Galbraith. It often happens that several lectures are going on at the same hour, in which case the laboratories and drafting rooms have to be utilized as lecture rooms, much to the discomfort both of the lecturers and their audiences ; and also of the students who are at the same time using these rooms for their proper purposes.

The new rooms immediately required by this Department are a new drafting room and a new lecture room. Provision should also be made for a large room on the ground floor to be used as an Engineering Laboratory. This room should be furnished with a machine for testing the strength of building materials, and with an experimental steam engine for conducting engine tests.

Mr. E. W. Stern, who graduated in 1884, has been appointed Fellow in Engineering. This has greatly increased the efficiency of the Department. Indeed, it would have been impossible for the professor, without such aid, to have given the requisite attention to the large number of students availing themselves of the instruction in the Department of Civil Engineering this term. The reputation of the school is spreading throughout the country, and as this is greatly due to the reports of its own students and graduates, it will be seen that its success depends principally upon its ability to satisfy the requirements of students in attendance. Mr. J. L. Morris, the first graduate of the school, has also been the first to obtain the degree of C.E., in the University of Toronto. This degree is only open to graduates in the Department of Engineering in this school ; and its principal requirement is, that the candidate shall have spent at least three years in active professional work after obtaining the diploma of the school.

(2) *Mathematics and Physics—*

The instruction in the various branches included in this Department is carried on by the Professor of Mathematics and Physics in University College, in cooperation with the mathematical Tutor and the Demonstrator of Physics, with the assistance of two Fellows.

In addition to the valuable collection of instruments of precision in the branches of Dynamics, Sound, Light and Heat, the physical apparatus has been increased since last annual report by the addition of a number of electrical instruments, chiefly test instruments ; and it is expected that the Laboratory will be in a position next year to offer unusual facilities to those who wish to take a complete course in Electrical Engineering. By that time also it is expected that such students will have the advantage of a well-equipped workshop.

(3) *Chemistry—*

The Board was able, last year, to report the completion of an additional practical laboratory, placed at the disposal of Professor Pike. The large increase in the number of students availing themselves of the advantages which this Department now offers, amounting during the current term to 120, necessarily increases the expenditure. The sum appropriated for the Laboratories has accordingly proved quite inadequate to meet the working expenses.

The insufficiency of the heating apparatus also continues to form a serious impediment to laboratory work ; and the Board rely on the assurances of the Minister of Education that this evil will be remedied before another year.

(4) *Biology—*

An appropriation from the Board of Trustees of the University has been made during the current term, for providing additional microscopes ; the necessity for which is increasingly felt from the number of students in the several branches of the natural sciences, and the careful attention now devoted to microscopical direction.

(5) *Mineralogy and Geology—*

The need of special lecture rooms for the Professors of the various branches of study is much felt in this department. The necessary defacement of illustrative tabular work

on the blackboard by successive lecturers, and the pre-occupation of the room at times when their preparation is necessary for a future class, are felt as great impediments to the successful prosecution of the class work.

(6) *Ethnology*—

The lectures in this department are given in University College. Some valuable additions have been made to the illustrative specimens during the past year, in accordance with the purpose of securing a comprehensive ethnical collection, specially illustrating the races of this continent.

The attention of the Government has been directed in more than one previous report to the inadequacy of the heating apparatus provided for the building. This has been increasingly felt during the past winter, owing to the extension of the chemical practical laboratories. The necessity for considerable additions to the building, in order to provide the requisite lecture-rooms and other indispensable accommodation for the annually increasing number of students, will necessitate a reconstruction of the heating apparatus. The Board beg leave, very respectfully, to urge upon the Government that before taking steps to provide the increased accommodation required at the present time, they will give instructions for the preparation of plans on a scale adequate to the prospective growth of the school and the requirements of the Province, so that any additions now made may form part of a scheme to which further additions may be made from time to time, with a view to the ultimate establishment of a School of Practical Science in all respects worthy of the Province of Ontario.

A synopsis of lectures and other details of the work of the school will be found in the Prospectus for the year, a copy of which is herewith appended.

All which is respectfully reported.

DANIEL WILSON,
Chairman.

Toronto, 9th Dec., 1885.

4. ANNUAL REPORT OF UPPER CANADA COLLEGE, TORONTO, 1885.

To His Honor, the Honorable John Beverley Robinson, Lieutenant-Governor of the Province of Ontario, and Visitor of Upper Canada College :—

MAY IT PLEASE YOUR HONOR :

The Principal of Upper Canada College begs leave to present to your Honor, as Visitor on behalf of the Crown, the following report for the year ending June 30th, 1885. It is compiled from information kindly prepared for him by John Martland, M.A., the resident master, and from records kept by the late J. M. Buchan, M.A., whose untimely death deprived the Province of one of its ablest and most zealous laborers in educational work. In a memorandum of the work done in Upper Canada College, Mr. Buchan says :—

“The chief distinguishing feature of Upper Canada College is, that it is a statute-governed boarding school. As a religiously-conducted, but non-sectarian institution of inexpensive character, it forms a valuable and necessary complement of our non-denominational High School system. inasmuch as it provides a place under public control where parents, who on account of their distance from a High School, or for other reasons, are unable to have their sons properly trained at home, may send them with the assurance that not only their intellectual development, but also their spiritual, moral, and physical education, will receive due attention. This work, private and denominational boarding schools can do, but not as a rule so well, because they are not amenable to the same extent to public opinion. The High Schools, being essentially day schools, can do but little toward the formation of character, and they are not likely to develop into boarding

schools, because their masters will not undertake the responsibility of placing boarding houses on a permanent basis and assuming the financial and other risks connected with their management. Unless this is done they can never develop the traditional code of honor and the *esprit de corps* which produce such valuable results in boarding schools that have a history and a permanent basis of existence. In other words, the work of Upper Canada College differs from that of the High Schools, not in degree, but in kind. While giving every attention to intellectual culture, it makes a specialty of bringing character and physique under proper formative influences, a work which the day schools, through no fault of their own, but from the very constitution of their existence can, except occasionally and temporarily, only partially perform for pupils that are sent away from home."

Religious and Moral Training.

1. All the boarders, except those whose parents object, receive religious instruction from the boarding-house masters. They are divided for this purpose according to the denominations to which they belong.

2. All the pupils on the lowest two forms, whether boarders or day boys, receive regular non-denominational Biblical instruction, a course consisting of a certain part of the Holy Scriptures being prescribed as the work of each year.

3. Great attention is paid to the development of character. Each Form-master makes a special study of the boys in his Form; and particular pains are taken to guide and, when necessary, correct the tone and tendencies of the public opinion and moral standard of the playground.

Physical Training.

"Two gymnasiums, in addition to other means of exercise, are provided. All the pupils in the lower half of the College receive regular instruction in drill and gymnastics, and many games are encouraged." Although the equipment for physical culture is, perhaps, equal to that of any other school gymnasium in Canada, the appliances for carrying on this important work are by no means complete; the playground is not sufficient for the comfort and discipline of a larger number of residents than are now in attendance, and a capacious play-room for use during the winter months, with a workshop for pupils, is much needed.

Intellectual Training.

To understand the organization of the College it is necessary to bear in mind that up to the end of the Second Form the subjects for all pupils are the same. At that point the curriculum bifurcates into the classical course, which occupies four years, and the modern course, which occupies two.

The College is divided into six Forms or classes, and the regular curriculum extends over a course of six years; although by steady application and hard study some boys are able to pass through the six Forms in five, or even in four, years.

The full curriculum embraces an extended course in Latin, Greek, mathematics, French, German, English grammar, literature, and composition, history and geography (both ancient and modern), experimental chemistry, Biblical knowledge, the usual commercial branches, drawing, music, gymnastics, fencing, and drill exercises.

Health of Pupils.

The thorough inspection of the College buildings by a competent engineer, the precautionary measures taken to secure good sanitation, the liberal and wholesome board provided, the attention given to physical exercise, the regularity of school life, securing for the pupils ample rest and recreation, gave the College boarders during the year an immunity from sickness that is exceptional in boarding school life.

| | 1881-82. | 1882-3. | 1883-4. |
|---|----------|---------|---------|
| Number of pupils enrolled during the year | 243 | 255 | 296 |
| Number of resident pupils | 116 | 129 | 149 |

Number enrolled during the four months ending December, 1885, is 308; resident pupils during the same time, 156.

| Residence of Pupils. | Day Boys. | Resident Pupils. |
|----------------------|-----------|------------------|
| Algoma | | 1 |
| Brant | | 1 |
| Bruce | | 3 |
| Carleton | | 2 |
| Durham | | 2 |
| Essex | | 1 |
| Grey | | 3 |
| Haldimand | | 2 |
| Halton | | 6 |
| Hastings | | 8 |
| Huron | | 5 |
| Lambton | | 7 |
| Lanark | | 1 |
| Leeds | | 2 |
| Lincoln | | 10 |
| Middlesex | | 2 |
| Moose Fort | | 2 |
| Norfolk | | 2 |
| Northumberland | | 1 |
| Ontario | | 3 |
| Peel | | 2 |
| Perth | | 2 |
| Peterboro' | | 3 |
| Renfrew | | 2 |
| Simcoe | | 8 |
| Stormont | | 5 |
| Victoria | | 4 |
| Wellington | | 3 |
| Wentworth | | 20 |
| York | 147 | 20 |

Total from Province of Ontario. 133

| | |
|------------------------|---|
| Quebec | 4 |
| Nova Scotia | 6 |
| N. W. Territory | 1 |
| British Columbia | 1 |
| Bermuda | 1 |
| United States | 3 |

147 149

| | Day Boys. | Boarders. |
|--|-----------|-----------|
| Term ending November 7th, 1884 | 132 | 130 |
| “ February 4th, 1885 | 147 | 137 |
| “ April 20th, 1885 | 144 | 131 |
| “ June 30th, 1885 | 135 | 131 |
| Number of boarders living in Ontario | | 133 |
| “ “ “ other Provinces | | 12 |
| “ “ “ Bermuda | | 1 |
| “ “ “ United States | | 3 |

149
Number of day pupils 147

Total enrolment for the year 296

The following Masters constitute the staff for the year 1885-86 :—

GEO. DICKSON, M.A., Principal.

WM. WEDD, M.A., First Classical Master.

JAMES BROWN, M.A., First Mathematical Master.

JOHN MARTLAND, M.A., Second Classical Master, and Resident Master in College Boarding House.

W. H. FRASER, M.A., French and German Master.

GEORGE B. SPARLING, M.A., Second Mathematical Master, and Assistant Master in College Boarding House.

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